

SHORT

STORIES 2

READING AGES 10 - 16 YEARS



Hilton Ayrey

SCHOOL SITE LICENCE

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SHORT STORIES 2

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HANDY RESOURCES

literacy tools for the busy classroom teacher

This resource provides you with the following **four handy literacy tools** to take the stress out of your reading programme.



SHORT STORIES for FLUENT READERS

High quality, high interest stories for RA 10-16 years

- ♦ Short stories - ideal for a 20 to 30 minute reading lesson
- ♦ One page for ease of photocopying
- ♦ Perfect models for your student's own story writing

See the example on the next page



COMPREHENSION STRATEGY INSTRUCTION

A proven process for teaching comprehension

- ♦ A simple routine that is easy to understand and implement
- ♦ Students get explicit instruction in the use of strategies
- ♦ Video tutorials available from www.handyres.com

Further details see page 5



LESSON PLANS

Time savers for the teacher

- ♦ All the steps you need for each story - annotated text
- ♦ Learning outcomes and success criteria to choose from
- ♦ Detailed analysis of the story at your finger tips

Further details see page 7



FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Independent activities to develop high level thinking

- ♦ All the hard work has been done for you
- ♦ High value activities - very motivating - not busy work
- ♦ An organisational necessity for your reading programme

Further details see page 9



SHORT STORIES

Here is an example ...

QUEEN BEE

by Hilton Ayrey

Even now, many years later, I remember Beatrice as if it were yesterday. She was gangly and tall for her 12 years with fiery red hair. Her height and her stunning tresses made her the focal point for the casual onlooker, but the reality was that she was our leader and for much more subtle reasons than her appearance. She wasn't particularly pretty or particularly good with her school work, but the other girls were drawn to her like a moth to a flame. I have to admit that being her friend was a major obsession for me as well.

Beatrice made things happen. That was a big part of the fascination. There was always plenty to gossip about behind 'A' block. She was confident enough to give cheek to the boys from the secondary school down the road and we all giggled at the outrageous comments she made.

My mother tried to lecture me about what she called the "Queen Bee Syndrome", something she got off Oprah, but I was too preoccupied with maintaining my place in the pecking order to consider what she was going on about. And that was hard work.

Beatrice controlled us. She could melt you with her charm one moment and wither you with her scorn the next. At any time she might turn on you for the most insignificant reason and make a pronouncement about your shoes, clothes, hairstyle, the way you talked, or the size of your bum. And of course if you weren't the target, you were so relieved that you couldn't help yourself from tittering in agreement. No one dared to disagree for fear of becoming the next object of torment.

Her main tactic was whispering. Usually it was about other people, but often it was whispering for the sake of whispering. If she whispered to me, it made me feel special and I could see the others getting agitated. When she whispered to someone else it made me feel desperate, excluded, and of course, convinced that I was the subject of the conversation.

The crunch came one day when I foolishly tried to stick up for Jen. Beatrice was starting to make fun of Jen's father who was unemployed and a bit down on his luck. I saw the hurt in Jen's eyes and before I knew it I had blurted out, "Don't be so mean Bea!" The look of delight on Beatrice's face was frightening as she turned the blowtorch on a much more interesting victimme. "What IS the matter with you, Sarah! Jen knows I was only joking around. But now you have to get all self-righteous and worked up over nothing Come on Jen. Let's leave Miss I'm So Much Better Than You Smarty Pants to herself."

Jen revelled in being 'the best friend' for the rest of day while the other girls smirked at me from a distance. I kicked myself for allowing Bea to set me up. But I also made up my mind that I had had enough.

The next few days were very lonely and very painful. The sad thing was that no one else would come near me. Everyone who wasn't part of the cool group were either very suspicious of me or enjoyed my discomfort.

Everyone that is except Nikki. I had known her since kindergarten but we had never been very close. She was very much her own person and a bit of an eccentric. She wore strange clothes, was always muttering about animal rights and didn't seem the least bit worried about what anyone thought of her. On day three of my self-imposed exile I was sitting alone at lunchtime, watching my 'friends' fawning around Beatrice out of the corner of my eye, when Nikki came and sat by me and put her arm around me.

"Isn't it nice to be free of the Queen Bee and her drones?" she said.

I looked at her, at the mischievous twinkle in her eyes, and suddenly I didn't feel lonely and hopeless anymore.

Notes on Story Structure

Characters
Setting
Problem
Feelings
Action
Outcome
Themes



COMPREHENSION STRATEGY INSTRUCTION

Reading instruction is all about teaching reading strategies. As readers move into the FLUENT stage the focus shifts from decoding strategies to **comprehension strategies**.

What are comprehension strategies and how do I teach them?

"The Three Steps" provides you with the answer; a systematic, predictable routine that takes all the stress out of "what do I do" for you the teacher and your students, and gets results.

THE THREE STEPS - an outline for narrative text

Divide the text into chunks (often a paragraph, sometimes two).
Each chunk is processed using "The Three Steps".

Step 1: Read a chunk of text silently

- ♦ Students read silently down to a point that you have determined
- ♦ Fast finishers do not read on; they make notes on the story structure in the margin provided and silently prepare for Step Two

Step 2: Detailed Retelling

"Digging into the words to make sure we have we got the message right"

The chunk is now retold as a group. Group members (including the teacher) take turns one sentence at a time.

- ♦ A student reads aloud one sentence and then, starting with "I think that means...", uses thinking aloud to unpack the meaning by expanding what the words are saying.
- ♦ The other members of the group take turns with successive sentences.
- ♦ As the students become fluent with this routine, they are shown how to include the DEEP FIVE strategies.

Step 3: Add to the Story Web

"What new information have we found out about the story structure?"

- ♦ Students discuss story developments and add to a Story Web
(See page 67 for an example of a Story Web)

A proven process that delivers results

This is an instructional process based on the most current research on comprehension instruction and is now used extensively in schools. There is significant data available on its success in raising the understanding of text for all readers - proficient and struggling.

- ♦ Students move from being passive participants to active readers as they are required to take responsibility for making meaning.
- ♦ Students unpack the text ... you oversee the process.
- ♦ "The Three Steps" provides a transparent routine - students understand what they are doing and why.

Go to our website **www.sharpreading.com** to view our video tutorials and other support material to get the most out of this teaching approach.

THE THREE STEPS

STEP 1 : Read Silently

Use your strategies to make sure you understand the text

STEP ONE

A chance to read the paragraph silently and to practice using reading strategies to understand what the text says.

STEP 2 : Detailed Retelling

Start with

"I think that means"

Check whether you understand the message by expanding it and putting it in your own words

STEP TWO

Part 1: Students expand each sentence using "I think that means ..." to make sure they are getting the message right

SENTENCE LEVEL
COMPREHENSION



Use the "DEEP FIVE" COMPREHENSION STRATEGIES to overcome roadblocks

1. Make a connection to something you know
"I know that because . . ."
2. Visualise what the words are saying
"I have a picture in my head of . . ."
3. Make a connection to something else in the text
"In the last paragraph it said that . . ."
4. Ask questions about the information
"I wonder why . . . ?"
5. Form an hypothesis about what is going on
"I think this is because . . ."

STEP TWO

Part 2: Once the readers are fluent with the "I think that means..." routine, start to teach them to use the "Deep Five" strategies

STEP 3 : Add to the Story Web

What new information have we found?

Characters and Setting

Who Where When

Problem

A conflict for the characters

Feelings

How the characters FEEL about the problem

Action

What the characters DO to try to solve the problem

Outcome

How it all works out

Theme

Why did the author write this story?
What does this story tell us about the way people think, feel, and act.

STEP THREE

Now that the information in the chunk of text has been properly processed in Step 2, look at the big picture. What new developments are there in the story? What new information can be added to the story web?

TEXT LEVEL "Big Picture"
COMPREHENSION



LESSON PLANS

Time savers for the teacher

Each lesson plan follows a simple format with important prompts and useful information that allows you, the teacher, to run your lesson with minimal preparation time.

STORY SUMMARY

Use this to quickly decide whether this story will meet the interest and needs of your group.

LEARNING OUTCOMES and SUCCESS CRITERIA

Select from the list on **page 62** according to the needs of your students.

The Lesson

BEFORE READING DISCUSSION

Orientate you readers to the story - engage the brain.

The lesson plan provides you with prompts to ...

- ♦ Activate prior knowledge and personal experiences
- ♦ Introduce unfamiliar concepts readers will come across in the story
- ♦ Look for story clues in the title

GUIDED SILENT READING

The heart of the lesson - Comprehension Strategy Instruction using "The Three Steps" teaches the readers to ...

- ♦ Unpack the story for themselves
- ♦ Make sure they have got the message right
- ♦ Identify the structure of the story

AFTER READING DISCUSSION

Now that the story has been properly processed, time for ...

- ♦ Reflection on the story structure
- ♦ Deeper analysis of the story to uncover the features of good story writing - a great lead in to their own story writing

VIDEO TUTORIALS AVAILABLE NOW

These lesson plans outline a simple routine which, over time, will develop powerful reading strategies in your students.

Video tutorials are available on our website to help you implement these lessons.

www.sharpreading.com

Resource this story can be found in. Reading Age

Questions to access prior knowledge and personal experiences

Suggested fast finishers activity for those who read faster than others

Bold Italics = strong language features, concepts or vocab in the text which provide interest and challenges during detailed retelling

Questions and prompts to establish a purpose for reading each chunk of text

Examples of imagery

Suggestions for follow-up discussion once the GSR process has been completed

Suggestions for reviewing the story web now that students can see the big picture

Guidelines for story critiquing

Examples of the comments students may make about the different features of a story

LESSON PLAN

QUEEN BEE

by Hilton Ayrey

Short Stories 2:9 RA 13-15 years

STORY SUMMARY

The storyteller, Sarah, reminisces about a childhood friend Beatrice who had a very strong hold on her circle of friends. One day Sarah stood up to Beatrice and experienced her full fury. As a result she decided she had had enough of being manipulated and comes to terms with not being one of the cool crowd.

A very appropriate theme for girls as many will have experienced this form of bullying.

LEARNING OUTCOMES - choose from the list on page 62 according to the needs of your students

BEFORE READING DISCUSSION:

Accessing prior knowledge and personal experiences

→ **Discuss students' experiences with different kinds of bullying.**

Discuss title "Queen Bee". "If the story is about bullying, what clues are there in the title?"

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 5)

Step One: SET A PURPOSE and READ What to look for when you read this passage.

Step Two: DETAILED RETELLING Making sure we have got the message right.

Step Three: ADD to STORY WEB Discuss new information about characters, setting, problem, feelings, action, outcome

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension

Setting a Purpose: READ - look for CHARACTERS, SETTING, and the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

LANGUAGE FEATURES

strong adjective
strong noun

Even now, many years later, I remember Beatrice as if it were yesterday. She was **gangly** and tall for her 12 years with fiery red hair. Her height and her stunning **tresses** made her the focal point for the casual onlooker, but the reality was that she was our leader and for much more subtle reasons than her appearance. She wasn't particularly pretty or particularly good with her school work, but the other girls were drawn to her **like a moth to a flame**. I have to admit that being her friend was a **major obsession** for me as well.

simile

Beatrice made things happen. That was a big part of the fascination. There was always plenty to gossip about behind 'A' block. She was confident enough to give cheek to the boys from the secondary school down the road and we all giggled at the outrageous comments she made.

metaphor

My mother tried to lecture me about what she called **the "Queen Bee Syndrome"**, something she got off Oprah, but I was too preoccupied with **maintaining my place in the pecking order** to consider what she was going on about. **And that was hard work**.

STORY STRUCTURE

Characters
Beatrice - 12 years old
- gangly and tall
- fiery red hair
- the leader
- made things happen

Setting
At school

Problem
Mum's lecture suggests that there is a problem

Feelings
Storyteller is too preoccupied to see what is going on

Setting a Purpose: Discuss personal experiences? How does this pecking order work? READ - look for more information about the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

metaphor
metaphor

Beatrice controlled us. She could **melt you with her charm** one moment and **with you with her scorn** the next. At any time she might turn on you for the most insignificant reason and make a pronouncement about your shoes, clothes, hairstyle, the way you talked, or the size of your bum. And of course if you weren't the target, you were so relieved that you couldn't help yourself from **tittering** in agreement. one

Problem development
Beatrice is a bully and is controlling the other girls. Uses flattery and ridicule Also whispering

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)

Problem

Beatrice is a bully who controls the storyteller and her friends

Feelings

Storyteller feels threatened but goes along with Beatrice

Action

Stands up to Beatrice. - hadn't planned to do it - it just happened

Outcome

Realises she has had enough Supported by Nikki Realises that she has done the right thing

Themes

Verbal and emotional bullying amongst girls

2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10. Use **"How Good is This Story?"** on page 69 as a basis for this discussion. The following are the sort of comments which the teacher should be looking for.

Setting: The setting (at school) is just the backdrop to the action

Characters: Character of Beatrice is well described through anecdotes. Main character goes through a transformation.

Story Structure: The problem unfolds - reaches defining moment which produces a resolution for the protagonist.

Theme: Explores a common theme for girls - verbal and emotional bullying.

Language Features: First person reminiscence gives the action a personal touch - the reader shares the experience.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

Short Stories 2

For more Stories and Non Fiction text visit our website at www.sharpreading.com

8



FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Each story has a set of follow-up activities (see example on next page). These activities are intended to be used after the students have been guided through the text in a small group.

High value activities - something for everyone

- ♦ Activities range from low level, literal responses (security for those who lack confidence) to high level analysis, synthesis, and evaluation tasks. Your top end learners will love these.
- ♦ Many activities allow for a visual as well as a written response to provide an alternative for reluctant writers

An important part of Comprehension Strategy Instruction

- ♦ The higher level thinking skills of application, analysis, synthesis, and evaluation are important comprehension strategies in their own right. These activities build on the work done during the Three Steps

An organisational necessity

- ♦ With students working independently on these activities you can focus on your instructional groups.
- ♦ Activities are designed as individual tasks to help create that quiet work focus you need to concentrate on groups, but they can be adapted to co-operative activities if you feel your classroom organisation and work ethic allows for it.

All the hard work has been done for you

- ♦ There is a huge amount of follow-up work included in each worksheet.
- ♦ Once the activities have been taught there is continuity from story to story; you are not having to teach lots of new activities. The challenge for the student comes from applying the known activity to a new story context.

SUGGESTIONS FOR USING THESE ACTIVITIES

- ♦ Spend time modelling the activities, discussing criteria and expectations for the different tasks to get better results. Use pages 66-69 to help you with this.
- ♦ Don't expect students to do them all
 - allow choice; they will find that very motivating
- ♦ Consider using a work contract - allocate a points value for each activity with a target score that has to be achieved depending on the time available.
 - For example 1 = had a go at the activity
 - 3 = completed task according to agreed criteria
 - 5 = something extra-went beyond the requirement
- ♦ Each activity can be rated 3 times - self, buddy, teacher who has the final say.
- ♦ Provide a live audience for the finished product so that the tasks are seen to be purposeful not just done "for the teacher". Students will piggyback off each others ideas and enthusiasm.

See pages 66-69 for exemplars of some of the activities

FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Developing creative thinking and critical literacy skills

QUEEN BEE

by Hilton Ayrey

ACTIVITIES

Short Stories 2:9

Bloom's Level One
Locating literal information from the text

REMEMBERING - What are the facts

1. Make a list of all the characters in the story and all the facts you can find out about them. Choose a main character and show the information you have found on a **CHARACTER WEB**. Put the character's name and a drawing of them at the centre of the web.

Bloom's Level Two
Developing inferential comprehension skills

UNDERSTANDING - Reading between the lines

2. Why does the author remember Beatrice so clearly after all these years? What is the "Queen Bee Syndrome"? For each answer try to find a quote from the story to support your ideas. Write your own question that requires the person answering it to read between the lines.

Bloom's Level Three
Using the information from the story in other ways

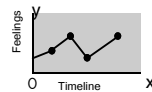
APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news item for TV about the problem of Queen Bees. Include short interviews with characters in this story and an expert on the problem. Remember to write a strong wrap-up to end your news story. Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Use the information in this story to help you write a poem about Queen Bees.

Bloom's Level Four
Analysis of the tension and the story structure

ANALYSING - Breaking down the story to show how it works

5. **STORY GRAPH:** Show how the storyteller is feeling during this story. The y axis should show feelings : 0 = feeling relaxed, happy, 5 = feeling anxious. The x axis should be a timeline : 0 = beginning of the story to the end. The dots on the graph should mark special events in the story. Label what they are.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME



Bloom's Level Five
Taking the story further and designing solutions to problems

CREATING - Coming up with new ideas

7. **WHAT COMES NEXT:** Write the next chapter of this story describing what happens to Beatrice in her next few years at school.
8. **DESIGN BRIEF:** Design a questionnaire that you could give to girls to find out whether they have Queen Bee Syndrome. Make sure that it isn't obvious that this is what you are testing. Include a scoring system for interpreting the results.

Bloom's Level Six
Exploring a theme from the story by looking at both sides of a statement

EVALUATING - Exploring ideas and rating stories

9. **SEEING BOTH SIDES**
"Verbal bullying is worse than physical bullying"
Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

Bloom's Level Six
Using criteria to critique a story

10. **HOW GOOD IS THIS STORY?**
Give this story a rating out of 5 for each of these criteria (1=Not well developed, 5=Well developed)

- ◆ **CHARACTERS** - Has the author created interesting characters? How?
- ◆ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ◆ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ◆ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

THE STORIES

FOLLOW UP ACTIVITIES

and

LESSON PLANS

Monday Mornings

by marco fazzi

Josh Millar did not like getting up in the morning. He especially hated getting up on Monday mornings, so when the alarm clock rang he felt like throwing it against the wall. He crawled out from under the warm blankets, rubbed his eyes and looked at the two piles of clothes lying on the floor. In one heap were the jeans, sweatshirt and T-shirt that he wore at the weekends. He called them his freedom clothes. He sighed, then turned to the other pile, his school shirt, school trousers and school shoes. Slowly he started to get dressed.

Josh had a huge bowl of cereal with lots of sugar for breakfast, which he ate in record time. He took his lunch box out of the fridge, stuffed it in his bag and grabbed his school jacket.

In the middle of the front garden was a football. Josh guessed that it belonged to the new kids who had moved in next door. He was going to throw it back into the next garden when he noticed there was a hole in the fence, just about the same size as the football. He put down his bag and jacket. Full-time was showing on the scoreboard clock and the scores were locked up at 1-1. It all rested on his shoulders now. He took careful aim then ran up to the ball and gave it his best kick. It shot straight through the hole without touching the fence.

"Josh Millar has scored!" he shouted, and started doing his victory dance. He stopped dead when he heard the sound of breaking glass. He turned and fled down the garden path.

Half-way down the street he slowed down and stopped. He would have to go to the neighbour's house after school and confess. He couldn't do it there and then, because the Principal had warned him that if he was late one more time, he would be in big trouble. What a rotten start to the day.

He reached school with a few minutes to spare. He slowly walked through the hundreds of kids who were running around noisily and wondered how they could be so happy on a Monday morning.

He decided to go straight to his classroom before the bell rang and avoid the rush. He sat down at his desk and took out his books and pens. There were still a couple of minutes to go, so he had a quick nibble of his chocolate bar as he sat swinging on his chair, humming a tune. In twos and threes, everybody wandered in and went to their places.

Josh spotted his friend Simon walking past the door and was about to call out to him when the bell rang. He would have to wait till interval. He put all four legs of the chair back on the floor, looked around the classroom and stood up.

"Good morning boys and girls," said Josh Millar.
"Good morning Mr. Millar," said the boys and girls.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

Monday Mornings

by marco fazzi

ACTIVITIES

Short Stories 2:1

REMEMBERING - What are the facts

1. Make a list of all information you can find in the story about Josh Millar.
Show this information on a **CHARACTER WEB**.
Put the character's name and a drawing of them at the centre of their web.

UNDERSTANDING - Reading between the lines

2. What clue is there in the story that tells us that Josh is not always irresponsible?
When did Josh's mood change?
For each answer include a quote from the story to support your ideas.

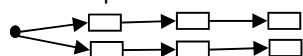
APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write an item for the TV news about Monday Mornings.
Include an interview with Josh Millar to find out how he feels about Mondays.
Remember to write a strong wrap-up to end your item.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Write a poem or a rap song about Josh Millar's Monday Mornings.

ANALYSING - Breaking down the story to show how it works

5. **STORY MAP:** Draw a story map of all the settings in this story and how they are linked.
Use labels to show the places mentioned and the events that took place.
Be prepared to explain your Story Map to others.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story.
Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT IF:** "...if he was late one more time he would be in big trouble."
Brainstorm some other directions that this story could go in from this point on. Use flow charts.
Choose your best idea and rewrite the last part of the story
OR Draw it as a comic strip with speech and thought bubbles 
8. **DESIGN BRIEF:** Redesign Josh's house so that is easy and enjoyable for him to get up on Monday Mornings.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"Teachers should always be good role models"

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...	I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY?

Give this story a rating out of 5 for each of these criteria (1=Not well developed, 5=Well developed)

- ◆ **CHARACTERS** - Has the author created interesting characters? How?
- ◆ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ◆ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ◆ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

Short Stories 2:1 RA 10-11 years

Monday Mornings by Marco Fazzi

STORY SUMMARY

Josh doesn't like getting up in the morning especially on Monday mornings. What makes it worse, his little football fantasy as he leaves the house for school ends up with him breaking the neighbour's window. Josh can't understand why everyone else seems so happy to be at school. He heads for his classroom to avoid the rush and then the bell rings and everyone wanders in to start the day. Surprise - Josh is the teacher. Special feature: The twist provides a whole new perspective on the events in the story and the main character.

LEARNING OUTCOMES - choose from the list on page 62 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss title "Mondays Mornings" What clues does this give us about the story?

Invite students to share their own feelings about Monday mornings. Why do some people hate Mondays?

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 5)

Step One: SET A PURPOSE and READ *What to look for when you read this passage.*

Step Two: DETAILED RETELLING *Making sure we have got the message right.*

Step Three: ADD to STORY WEB *Discuss new information about characters, setting, problem, feelings, action, outcome.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: Read - look for SETTING, CHARACTERS and the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

LANGUAGE FEATURES

strong hook

Josh Millar did not like getting up in the morning. He especially hated getting up on Monday mornings, so when the alarm clock rang he felt like throwing it against the wall. He crawled out from under the warm blankets, rubbed his eyes and looked at the two piles of clothes lying on the floor. In one heap were the jeans, sweatshirt and T-shirt that he wore on the weekends. He called them his **freedom clothes**. He sighed, then turned to the other pile, his school shirt, school trousers and school shoes. Slowly he started to get dressed.

strong adjective

Josh had a huge bowl of cereal with lots of sugar for breakfast, which he ate in **record time**. He took his lunch box out of the fridge, **stuffed** it in his bag and **grabbed** his school jacket.

action verbs convey urgency

STORY STRUCTURE

Characters

Josh Millar

Setting

Josh's house

Problem

It's time to get up and it's Monday morning

Feelings

Josh hates getting up especially on Monday

Action

He gets up, gets dressed and has his breakfast

Setting a Purpose: READ - look for any new CHARACTERS, SETTING and the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

Josh's fantasy

In the middle of the front garden was a football. Josh guessed that it belonged to the new kids who had moved in next door. He was going to throw it back into the next garden when he noticed there was a hole in the fence, just about the same size as the football. He put down his bag and jacket. **Full-time was showing on the scoreboard clock and the scores were locked up at 1-1. It all rested on his shoulders now. He took careful aim then ran up to the ball and gave it his best kick.** It shot straight through the hole without touching the fence.

**hyperbole
action verb**

"Josh Millar has scored!" he shouted, and started doing his victory dance. **He stopped dead** when he heard the sound of breaking glass. He turned and **fled** down the garden path.

Half-way down the street he slowed down and **stopped**. He would have to go to the neighbour's house after school and confess. He couldn't do it there and then, because the Principal had warned him that if he was late one more time, he would be in big trouble. What a rotten start to the day.

Problem development

Breaks the neighbour's window

Action

He runs away

Feelings

Feels bad. He knows he will have to confess after school

Problem development

Can't be late for school or he will be in trouble with the principal.

Setting a Purpose: *What will happen next? Brainstorm possibilities.*
READ - look for the OUTCOME?

Fast Finishers - Use the margin to make notes for your story web

Change of mood

He reached school with a few minutes to spare. He slowly walked through the hundreds of kids who were running around noisily and wondered how they could be so happy on a Monday morning.

He decided to go straight to his classroom before the bell rang and avoid the rush. He sat down at his desk and took out his books and pens. There were still a couple of minutes to go, so he had a quick nibble of his chocolate bar as he sat swinging on his chair, **humming a tune**. In twos and threes, everybody wandered in and went to their places.

Josh spotted his friend Simon walking past the door and was about to call out to him when the bell rang. He would have to wait till interval. **He put all four legs of the chair back on the floor**, looked around the classroom and stood up.

"Good morning boys and girls," said Josh Millar.
"Good morning Mr. Millar," said the boys and girls.

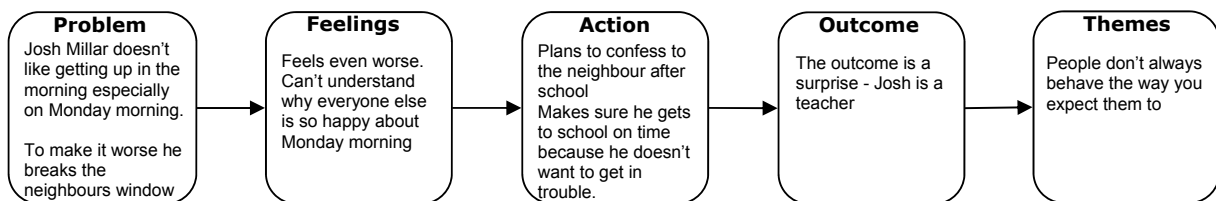
Outcome

Josh Millar is the teacher

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10.

Use **"How Good is this Story?"** on page 69 as a basis for this discussion.

The following are the sort of comments which the teacher should be looking for.

Setting: The setting (school) is very familiar to the reader so doesn't need to be elaborated on.

Characters: Josh is the only character in the story. The ending means that the picture the reader has of Josh changes dramatically.

Story Structure: Episodic plot - episodes happen outlining the problem the main character has with Monday mornings but there is no real tension being built. The conflict is internal - the characters dislike of Mondays. The impact of the story depends totally on the revelation at the end.

Theme: Sometimes adults are still just like kids at heart

Language Features: The style is simple and uncomplicated which suits the twist at the end. Careful choice of words to mislead the reader.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

new beginnings

by marco fazzi

Life was hard. The men from our village had to work all day every day in the forests or on the fishing boats, and the women spent long hours in the fields. My brother had to work, even though he was only eleven years old. There was never enough to eat and as our numbers grew, there was less land to share around and no prospect of things getting better. My people were tired of the endless squabbles with those who lived around us; making agreements with our neighbours over land and where we could fish but never seeing promises kept. And then there was the growing threat from raiders; strange violent men who came in boats during the night and plundered our fields and store-houses. The elders decided that enough was enough. They weren't cowards. There were many brave warriors who for years had fought to defend their livelihood, but it was time to leave this place forever.

We gathered all the tools we would need, all the food and water we could store, and loaded it onto the boats. There was no room for the old people, except for one ancient man. Many years ago he had been to the distant land beneath the setting sun that was to be our new home, and he knew the way through the dangerous waters. I was sad when I said goodbye to my grandmother and grandfather, but they could not come. I knew I would never see them again.

I had never been to sea before, so for the first few days I was excited, and proud that I hadn't been seasick once. But the sea grew big and lonely and scary, and when I stood up and turned all the way around all I could see was water. Then the storms came from the north.

I am an old man now, and I have seen many things and lived through difficult times. But even now I do not like to speak of those days of the storms. We suffered, and the suffering seemed without end. Then, like being shaken awake in the middle of a nightmare, it suddenly stopped. All the other boats were gone.

The ancient man said that we had travelled a great distance south where no-one had been before. We were all afraid and even some of the men wept, which was bad for everyone. We could only guess what our fate was to be. Then one day, without warning, my brother dived into the water and began swimming away from the boat. Just as my father prepared to dive in after him, my brother stopped, snatched at something in the water, and held it in the air. It was a branch of fresh, green wood. Somewhere nearby was land.

That was many years ago, and this new land has been kind to us. There is plenty of food to gather from the forest and birds to hunt. Our people have prospered. We, the children of the journey, are now the old people. If our people ever have to leave, then it will be our turn to stay behind. I do not think this will happen; who could find us here, beneath the long, white cloud?

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

new beginnings

by marco fazzi

ACTIVITIES

Short Stories 2:2

REMEMBERING - What are the facts

1. Make a list of all the reasons why the storyteller's people decided to leave their homeland. Draw pictures to illustrate these reasons.

UNDERSTANDING - Reading between the lines

2. Describe how you think the people suffered during the storms? Give reasons for your ideas. Why does the storyteller think that no one will find them in the land of the long white cloud?

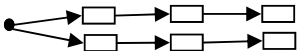
APPLYING - Using what you know from the story

3. **NEWSFLASH:** You are a time travelling news reporter making a news item about these new arrivals to the "land of the long white cloud". Cover the departure, the voyage and the arrival. Include at least 2 interviews with those who were leaving and those who were left behind. Remember to write a strong wrap-up to end your item.
4. **POETRY:** Write a poem or a rap song about leaving your homeland and travelling far away to a new land. How do you feel about leaving behind grandparents and friends? Are you afraid?

ANALYSING - Breaking down the story to show how it works

5. **STORY MAP:** Draw a story map of the old homeland, the voyage, and the land of the long white cloud. Use labels to show the places mentioned and the events that took place. Be prepared to explain your STORY MAP to others.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT IF:** "...it suddenly stopped. All the other boats were gone"
Brainstorm some other directions that this story could go in from this point on. Use flow charts. Choose your best idea and rewrite the last part of the story
OR Draw it as a comic strip with speech and thought bubbles.
8. **DESIGN BRIEF:** Design a boat for the voyage across the seas. You must show how the boat is powered (no modern technology) and how a large number of people can survive onboard for a long time.

EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"It wasn't right to leave the old people behind"

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY?

Give this story a rating out of 5 for each of these criteria (1=Not well developed, 5=Well developed)

- ♦ **CHARACTERS** - Has the author created interesting characters? How?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

new beginnings by marco fazzi

Short Stories 2:2 RA 10-11 years

STORY SUMMARY

An old man tells a story of what life was like in a place far away when he was a boy, and the frightening voyage across the seas to the land where his people now live. It is a land faraway and the old man reflects that if they ever have to move again it will be him who will have to stay behind but no one will find them here beneath the long white cloud...New Zealand "the land of the long white cloud."
The introduction needs to be thoroughly unpacked for the readers to understand the irony of the final statement.

LEARNING OUTCOMES - choose from the list on page 62 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss title "New Beginnings" - are there any clues about the story? Brainstorm possibilities.

Ask students to share personal experiences of leaving family and friends to live somewhere new.

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 5)

Step One: SET A PURPOSE and READ *What to look for when you read this passage.*

Step Two: DETAILED RETELLING *Making sure we have got the message right.*

Step Three: ADD to STORY WEB *Discuss new information about characters, setting, problem, feelings, action, outcome.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: **READ** - look for **SETTING, CHARACTERS, clues about the PROBLEM**

Fast Finishers - Use the margin to make notes for your story web

LANGUAGE FEATURES

strong adjective

action verb

Life was hard. The men from our village had to work all day every day in the forests or on the fishing boats, and the women spent long hours in the fields. **My brother had to work**, even though he was only eleven years old. There was never enough to eat and as our numbers grew, there was less land to share around and no prospect of things getting better. My people were **tired of the endless squabbles** with those who lived around us; making agreements with our neighbours over land and where we could fish but **never seeing promises kept**. And then there was the growing threat from raiders; strange violent men who came in boats during the night and **plundered our fields and storehouses**. The elders decided that enough was enough. They weren't cowards. There were many brave warriors who for years had fought to defend their livelihood, **but it was time to leave this place forever**.

STORY STRUCTURE

Characters

The storyteller and his people
No details of specific characters

Setting

A village - possibly some time ago - primitive?

Problem

Not enough land
Squabbles with the neighbours
Raiders from the sea

Feelings

The people had had enough

Setting a Purpose: **Picture what it was like in your own mind.**

What do you think was so bad about this life? (Justify from text)

What do you think they will do? Make logical predictions.

READ - look for the **ACTION** that the people took.

Fast Finishers - Use the margin to make notes for your story web

*strong adjective
cultural metaphor*

We gathered all the tools we would need, all the food and water we could store, and loaded it onto the boats. There was **no room for the old people**, except for one **ancient** man. Many years ago he had been to the **distant land beneath the setting sun** that was to be our new home, and **he knew the way through the dangerous waters**. I was sad when I said goodbye to my grandmother and grandfather, but they could not come. **I knew I would never see them again**.

Action

They loaded up their boats and went in search of a new place to live

Setting a Purpose: **What do you think the voyage will be like? Brainstorm possibilities.**

How would you like to go on a voyage like this?

READ - look for the **continuing ACTION**.

Fast Finishers - Use the margin to make notes for your story web

vivid adjective list

flashforward

simile

I had never been to sea before, so for the first few days I was excited, and proud that I hadn't been seasick once. But **the sea grew big and lonely and scary**, and when I stood up and turned all the way around all I could see was water. **Then the storms came from the north**.

I am an old man now, and I have seen many things and lived through difficult times. But even now I do not like to speak of those days of the storms. We suffered, and **the suffering seemed without end**. Then, **like being shaken awake in the middle of a nightmare**, it suddenly stopped. All the other boats were gone.

Outcome

No outcome yet - the action continues

New Problem

The voyage is very scary and dangerous

Setting a Purpose: *How is this going to turn out? What are some possibilities?*
READ - look for the rest of the ACTION?

Fast Finishers - Use the margin to make notes for your story web

important concept

The ancient man said that we had travelled a great distance south where no-one had been before. We were all afraid and even some of the men wept, **which was bad for everyone**. We could only guess what our **fate was to be**. Then one day, without warning, my brother dived into the water and began swimming away from the boat. Just as my father prepared to dive in after him, my brother stopped, snatched at something in the water, and held it in the air. It was a branch of fresh, green wood. **Some-where nearby was land**.

back to the present

That was many years ago, and this new land has been kind to us. There is plenty of food to gather from the forest and birds to hunt. We, the children of the journey, are now the old people. If our people ever have to leave, then it will be our turn to stay behind. I do not think this will happen. Our people have prospered and our way of life is no longer threatened.

ironical question

Who could find us here, beneath the long, white cloud?

Outcome

They found a new land, a place to make a new start. The storyteller is hopeful that the problems of the past will not repeat themselves.

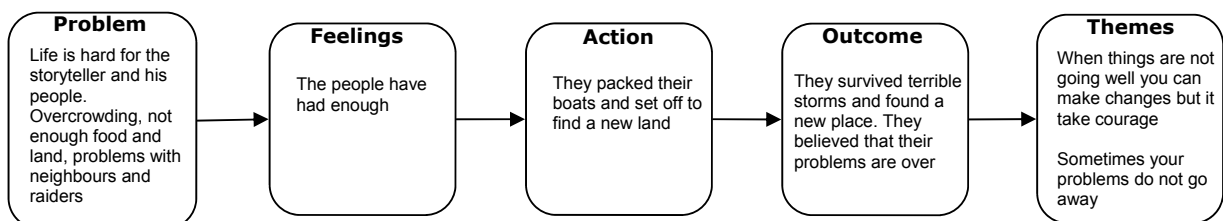
Postscript

The land of the long white cloud (New Zealand) was found and settled by Europeans which changed the Maori way of life forever.

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10.

Use **"How Good is this Story?"** on page 69 as a basis for this discussion.

The following are the sort of comments which the teacher should be looking for.

Setting: Is not described in detail but is very important to the story.

Characters: Not well developed - the story doesn't require them to be.

Story Structure: Simple forward moving plot. Use of flash-forward technique works well. The ending is powerful if understood in its historical context

Theme: A strong social theme of adapting to social change.

Language Features: The author adopts the style of a storyteller passing on the oral history of a culture - very effective for creating the irony at the final statement.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

JUST DESSERTS

By Nick Grant

Jack was hanging out at the local mall one Saturday afternoon. His mother had gone shopping for clothes with his sister and had left him to his own devices for a while.

"Why don't you wait here for us", she had said. "Here's some money to get something to eat."

With enough money to do some serious damage, Jack headed for the food court in the centre of the mall and bought a huge triple scoop cookies and cream ice-cream sundae with lashings of chocolate sauce and at his personal request, an extra helping of large chocolate chips. Looking forward to spending some quality time with his delicious dessert, he found a quiet seat and sat down.

Jack was so engrossed with his ice-cream, he didn't notice his arch enemy and local school bully Fred McMuffin enter the food court with his bozo buddies Mike "the psych" Johns and Arnold "the squeal" Yelps. But they saw him. They sidled up to Jack with wicked smirks plastered all over their faces, obviously intent on some mischief at Jack's expense.

"Hey loser! We want to sit there," sneered Fred. "Beat it!"

"No", said Jack. "I'm sitting here. You go away."

"Are you going to make us?" leered Mike as the trio closed in menacingly.

"That ice-cream sure looks nice," said Fred. "I think I'll take it" and he snatched the glass container from the table.

"Hey!" said Jack. "That's mine!" grabbing the handle of his disappearing dessert. Fred twisted the container away from him, but Jack was determined to hang on tight, until he saw his moment and with a "well, if you want it so much, you can have it!" he let it go.

Fred was caught completely by surprise at the sudden lack of resistance and jerked the ice cream smack bang into his face. As he stumbled, attempting to regain his balance, he struck out blindly with his fist and caught Mike squarely on the chin. Mike staggered backwards into a family sitting behind him and landed face first in their meal of hot spaghetti bolognese. He got back up with sauce dripping off his nose and running down his chin, and glared murderously at Jack. He lunged toward him, but just as he was about to grab Jack by the collar, he slipped on the spilt ice cream and landed in it, bottom first.

Arnold stood there laughing his head off at all of this carry on. Mike the psych, never one to enjoy being laughed at, aimed a swift kick at Arnold's nearby kneecap and Arnold crumpled to the ground on top of him. The two of them clutched each other fiercely, kicking and squealing like a pair of two year olds.

Fred, having wiped the ice-cream from his eyes, raised his arm to thump Jack but at that moment a mall security guard grabbed his wrist and spun him around. "What's going on here?" he demanded. He was quickly joined by another guard and between them they hauled the belligerent, cursing bullies away, leaving a trail of dripping sauce and melted ice-cream behind them.

Jack sighed, shrugged his shoulders and headed back to the counter to get a replacement sundae. He was tucking in with great enthusiasm, chuckling to himself, when his mother came back.

"Hey Buddy", she said. "Did anything exciting happen while I was away?"

"Not really," replied Jack.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

JUST DESSERTS

By Nick Grant

ACTIVITIES

Short Stories 2:3

REMEMBERING - What are the facts

1. Make a list the four main characters in the story and all the facts you can find out about them.
Make **CHARACTER WEBS** to show the information.
Put the character's name and a drawing of them at the centre of their web.

UNDERSTANDING - Reading between the lines

2. Why is the story called "Just Desserts"?
Why did Jack say "Not really" when his mother asked if anything exciting had happened?
For each answer try and find a quote from the story to support your ideas.
Write your own question that requires the person answering to read between the lines.

APPLYING - Using what you know from the story

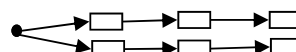
3. **NEWSFLASH:** Write a news item for TV about the growing problem of unsupervised children in malls. Include at least 2 short interviews with people who saw the incident between Jack and the bullies. Remember to write a strong wrap-up to end your news story.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Use the events in this story to write a poem or a rap song about kids in malls.

ANALYSING - Breaking down the story to show how it works

5. **STORY MAP:** Draw a story map of the setting using the information in the story.
Use labels to show the places mentioned and the events that took place.
Be prepared to explain your story map to others.
6. Create a **STORY WEB.** You may have started this or talked about it when you read the story.
Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT IF: "Hey loser. We want to sit here. Beat it"**
Brainstorm some other directions that this story could go in from this point on. Use flow charts.
Choose your best idea and rewrite the last part of the story
OR Draw it as a comic strip with speech and thought bubbles
8. **DESIGN BRIEF:** Design a security system for malls that could deal with problems like the one in this story.
Label your drawings or write descriptions to explain your interesting ideas.



EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"Malls are unsafe places for kids under 16"

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY?

Give this story a rating out of 5 for each of these criteria (1=Not well developed, 5=Well developed)

- ♦ **CHARACTERS** - Has the author created interesting characters? How?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

Short Stories 2: 3 RA 10-11 years

JUST DESSERTS BY NICK GRANT

STORY SUMMARY

Jack is just settling down to enjoy his ice cream sundae one Saturday afternoon at the mall when he is interrupted by 3 pesky bullies who demand his sundae. In the scuffle that follows the bullies get their 'Just Desserts' and Jack is able to continue with a new ice cream sundae.

LEARNING OUTCOMES - choose from the list on page 62 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss the title "Just Desserts". Make predictions about what the theme of the story might be.

NB: this is a pun on the saying "to get ones just deserts - to get that which is justly deserved"

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 5)

Step One: SET A PURPOSE and READ *What to look for when you read this passage.*

Step Two: DETAILED RETELLING *Making sure we have got the message right.*

Step Three: ADD to STORY WEB *Discuss new information about characters, setting, problem, feelings, action, outcome.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: **READ - look for the CHARACTERS, SETTING and the PROBLEM.**

Fast Finishers - Use the margin to make notes for your story web

LANGUAGE FEATURES

interesting noun Jack was hanging out at the local mall one Saturday afternoon. His mother had gone shopping for clothes with his sister and had left him to his own **devices** for a while.
"Why don't you wait here for us", she had said. "Here's some money to get something to eat."

overstatement With enough money **to do some serious damage**, Jack headed for the food court in the centre of the mall and bought a huge triple scoop cookies and cream ice-cream sundae with lashings of chocolate sauce and at his personal request, an extra helping of large chocolate chips. Looking forward to **spending some quality time with his delicious dessert**, he found a quiet seat and sat down.

personification

STORY STRUCTURE

Setting

Saturday afternoon at the mall

Characters

Jack - likes ice-cream sundaes

Jack's mum is mentioned

Problem

No mention of a problem yet

Setting a Purpose: **What do you think the problem might be?**

READ - look for the PROBLEM, FEELINGS and ACTION

Fast Finishers - Use the margin to make notes for your story web

difficult concept Jack was so engrossed with his ice-cream, he didn't notice his arch enemy and local school bully Fred McMuffin enter the food court with his bozo buddies Mike "the psych" Johns and Arnold "the squeal" Yelps. But they saw him. They sidled up to Jack with wicked smirks plastered all over their faces, obviously intent on some **mischievous at Jack's expense**.
"Hey loser! We want to sit there," sneered Fred. "Beat it!"
"No", said Jack. "I'm sitting here. You go away."

strong verb "Are you going to make us?" **leered** Mike as the trio closed in menacingly.
"That ice-cream sure looks nice," said Fred. "I think I'll take it" and he snatched the glass container from the table.
"Hey!" said Jack. "That's mine!" grabbing the handle of his **disappearing**

alliteration **dessert**. Fred twisted the container away from him, but Jack was determined to hang on tight, until **he saw his moment** and with a "well, if you want it so much, you can have it!" he let it go.

Characters

Fred McMuffin - school bully

- Jack's enemy

Mike "the psych" Johns

Arnold "the squeal" Yelps

Problem

Fred and his mates decide to have some fun bullying Jack

Feelings

Jack is not frightened by them

Action

Jack holds onto his sundae until he sees an opportunity and suddenly lets it go

Setting a Purpose: What is going to happen?
READ - look for the further ACTION

Fast Finishers - Use the margin to make notes for your story web

**use of action verbs
and strong adjectives
to describe the scene**

Fred was caught completely by surprise at the sudden lack of resistance and **jerked** the ice-cream **smack bang** into his face. As he **stumbled**, attempting to **regain** his balance, he **struck out blindly** with his fist and caught Mike **squarely** on the chin. Mike **staggered** backwards into a family sitting behind him and **landed face first** in their meal of hot spaghetti bolognese. He got back up with sauce dripping off his nose and running down his chin, and **glared** murderously at Jack. He **lunged** toward him, but just as he was about to grab Jack by the collar, he slipped on the spilt ice-cream and landed in it, bottom first.

Arnold stood there laughing his head off at all of this carry on. Mike the psych, **never one to enjoy being laughed at**, aimed a swift kick at Arnold's nearby kneecap and Arnold crumpled to the ground on top of him. The two of them clutched each other fiercely, kicking and squealing like a pair of two year olds.

Outcome

Jack's action results in a chain of events - things go badly for the bullies

Setting a Purpose: How will this end? Brainstorm possibilities.
READ - look for the OUTCOME.

strong adjectives

Fred, having wiped the ice-cream from his eyes, raised his arm to thump Jack but at that moment a mall security guard grabbed his wrist and spun him around. "What's going on here?" he demanded. He was quickly joined by another guard and between them they hauled the **belligerent**, cursing bullies away, leaving a trail of dripping sauce and melted ice-cream behind them.

Jack sighed, shrugged his shoulders and headed back to the counter to get a replacement sundae. He was tucking in with great enthusiasm, chuckling to himself, when his mother came back.

"Hey Buddy", she said. "Did anything exciting happen while I was away?"
"Not really," replied Jack.

understatement

Further Outcome

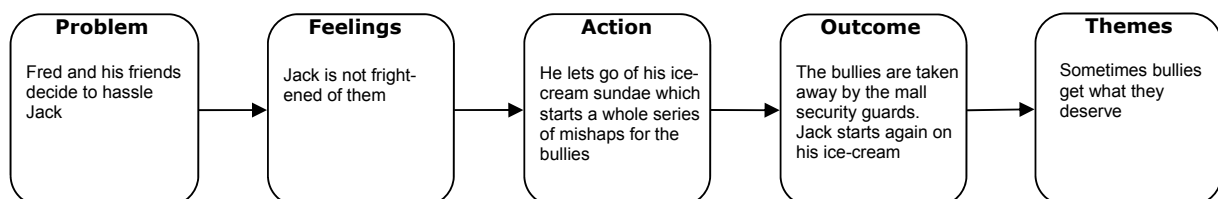
The mall security guards come and take the bullies away

Jack settles down to another ice-cream sundae.

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10.

Use **"How Good is this Story?"** on page 69 as a basis for this discussion.

The following are the sort of comments which the teacher should be looking for.

Setting: Backdrop to the story problem.

Characters: Not much character development. Bullies are stereotypes suggested by their nicknames.

Story Structure: Familiar example of bullying with a humorous outcome - the bullies get what they deserve.

Theme: Strong theme of bullying - good triumphs over bad.

Language Features: Fast paced descriptions to match the slap-stick action. Some dialogue to help set the scene.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

The MACHINE by MARCO FAZZI

Billy had just started his first job. He worked for The World Machine Company. He had a desk in a small room in the basement of the company's giant office building. His job was to come up with good ideas for new machines.

One day, he was sitting at his desk when the door opened and a very serious looking lady walked in without knocking.

"You must be Billy," she said. "Mr. Gigadosh wants to see you right away." Billy gulped. Mr. Gigadosh owned the whole company and he only ever spoke to very important people. What could he want with Billy?

The lift seemed to take ages to get to the top floor where Mr. Gigadosh's office was. When they got there, the serious lady knocked once on the door, then opened it and pushed Billy in. Billy looked around in awe. The room was enormous. At the far end, behind a huge desk, sat Mr. Gigadosh, counting out large piles of money. He suddenly noticed Billy.

"Who are you and what do you want?" growled Mr. Gigadosh.

"I'm...I'm Billy from the Good Ideas Department," stammered Billy.

"Well listen carefully," Mr. Gigadosh barked. "People buy more machines from me than from anyone else. That's why I'm very, very rich." He smiled happily for a few seconds, and then became serious again. "What I want to do is to make the best machine ever, before someone else makes it. I want to be first. Your job is to come up with the idea. You have five days."

"Five days!" gasped Billy. "But I don't even know what it's supposed to do!"

"Good point," said Mr Gigadosh. "Make it able to do anything. Off you go. Oh, and make that three days."

Billy went to see the Computer Department first.

"You need a small but powerful computer," the man in the white coat said.

"Make sure you put a hard shell round it to protect it." Billy wrote this down.

"You'll need a camera so it can see where it's going. Two cameras would be better so it can judge distance. Same for the sound sensors. Stick the whole lot as close to the computer as you can for best results."

Next stop was the Engine Department.

"Here's my advice," said the man in the oily overalls. "Keep all the pumps and filters and valves as close together as possible. Stays warmer that way. Cold engines don't work so well." Billy scribbled on his notepad. "Also, you want a light but strong case round it to keep it all together."

"How about fuel?" asked Billy.

"Don't stick to just one type. The more fuels it can run on the better. On the subject, put the fuel and air intake holes in the same place, and put some sort of detector there as well so it knows if the fuel is safe to use."

Billy went back to his desk and chewed on the end of his pencil. Then he had one of his good ideas; why not make the machine able to do small repair jobs on itself? Even better, why not make it able to build copies of itself too? That would save money, and that was something that always cheered up Mr. Gigadosh.

Three days later, a nervous Billy stood in front of Mr. Gigadosh's huge desk and handed over his plan for the new machine. Mr. Gigadosh read in silence, his face growing sterner as the minutes slowly ticked past. He finally put the plan down and rested his head in both hands. Billy held his breath. After what seemed like ages, Mr Gigadosh lifted his head and stared sadly at Billy.

"I knew it," Mr Gigadosh sighed. "We are too late. This machine already exists."

"What?" said Billy in surprise. "Where is it? Can I see one?"

"Not 'it', Billy," said Mr Gigadosh. "You mean 'them', and we are both looking at one right now. These machines - the best machines ever - are called Human Beings."

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

THE MACHINE

by MARCO FAZZI

ACTIVITIES

Short Stories 2:4

REMEMBERING - What are the facts

1. Go back through the story and find all the information there is about the two main characters. Show this information on **CHARACTER WEBS**, one for Billy and one Mr Gigadosh.
Draw a picture of each character in the centre of their web showing what they look like.

UNDERSTANDING - Reading between the lines

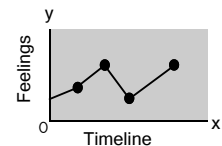
2. Draw a picture of a human being and label it with all the things that Billy was going to include in his design to show why Mr Gigadosh was so unhappy.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news story for TV about the events described at the World Machine Company. Include short interviews with the Billy and Mr Gigadosh.
Remember to write a strong wrap-up to end your news story.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Write a poem about the best machine ever created, the human being.

ANALYSING - Breaking down the story to show how it works

5. **STORY GRAPH:** Show how Billy is feeling throughout this story.
The y axis should show feelings : 0 = feeling worried, unhappy 5 = feeling happy, excited
The x axis should be a timeline : 0 = beginning of the story to the end.
The dots on the graph should mark special events in the story. Label what they are.



6. Create a **STORY WEB**. You may have started this or talked about it when you read the story.
Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT COMES NEXT:** What will happen to Billy and his job at The World Machine Company?
Brainstorm at least 3 possibilities. Choose your best idea.
Write the next chapter in Billy's life **OR** show what happens as a comic strip.
8. **DESIGN BRIEF:** Design a machine that can do everything a human can and more!!!
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Exploring ideas and rating stories

9. **SEEING BOTH SIDES**

"The human body is the most perfect machine"

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...	I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. **HOW GOOD IS THIS STORY?**

Give this story a rating out of 5 for each of these criteria (1=Not well developed, 5=Well developed)

- ♦ **CHARACTERS** - Has the author created interesting characters? How?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

Short Stories 2: 4 RA 11-12 years

The MACHINE by MARCO FOLZ

STORY SUMMARY

Mr Gigadosh, owner of The World Machine Company, wants Billy from the Good Ideas Department to design a machine that can do everything...in three days. Billy consults all the experts and is feeling good about his design but is surprised by the reaction he gets from Mr Gigadosh.

The twist at the end of the story prompts rereading of the story for the clues that aren't obvious on the first reading.

LEARNING OUTCOMES - choose from the list on page 62 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss title "The Machine" - what clues are there in this title about the story?

Discuss students' experiences with inventing machines. What are the problems an inventor faces?

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 5)

Step One: SET A PURPOSE and READ *What to look for when you read this passage.*

Step Two: DETAILED RETELLING *Making sure we have got the message right.*

Step Three: ADD to STORY WEB *Discuss new information about characters, setting, problem, feelings, action, outcome.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: READ - look for SETTING and CHARACTERS.

Fast Finishers - Use the margin to make notes for your story web

LANGUAGE FEATURES

Billy had just started his first job. He worked for The World Machine Company. He had a desk in a small room in the basement of the company's giant office building. His job was to come up with good ideas for new machines.

One day, he was sitting at his desk when the door opened and a very serious looking lady walked in without knocking.

"You must be Billy," she said. "Mr. Gigadosh wants to see you right away."

strong verb Billy **gulped**. Mr. Gigadosh owned the whole company and he only ever spoke to very important people. What could he want with Billy?

STORY STRUCTURE

Characters

Billy - his first job
Mr Gigadosh - owner of The World Machine Company
-very rich
-only spoke to important people

Setting

The World Machine Company

Problem

Not clear yet but Mr Gigadosh wants to see Billy

Setting a Purpose: What might the problem be. Brainstorm possibilities.

READ - look for the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

creates atmosphere

The lift seemed to take ages to get to the top floor where Mr. Gigadosh's office was. When they got there, the serious lady knocked once on the door, then opened it and pushed Billy in. Billy **looked around in awe**. The room was enormous. At the far end, behind a huge desk, sat Mr. Gigadosh, counting out large piles of money. He suddenly noticed Billy.

strong verb

"Who are you and what do you want?" **growled** Mr. Gigadosh.

clever characterisation of Mr Gigadosh

"I'm...I'm Billy from the Good Ideas Department," **stammered** Billy.

"Well listen carefully," Mr. Gigadosh barked. "People buy more machines from me than from anyone else. That's why I'm very, very rich." He smiled happily for a few seconds, and then became serious again.

"What I want to do is to make the best machine ever, before someone else makes it. I want to be first. Your job is to come up with the idea. You have five days."

"Five days!" gasped Billy. "But I don't even know what it's supposed to do!"

"Good point," said Mr Gigadosh. "Make it able to do anything. Off you go. Oh, and make that three days."

Problem

Billy has only 3 days to design a machine that will do everything

Feelings

Billy gasped - he is surprised by the request and probably very worried about whether he can do it

Setting a Purpose: What might the problem be. Brainstorm possibilities.

READ - look for the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

Billy went to see the Computer Department first.

"You need a small but powerful computer," the man in the white coat said.

"Make sure you put a hard shell round it to protect it." Billy wrote this down.

(This chunk is continued on the next page)

lots of technical details	<p>"You'll need a camera so it can see where it's going. Two cameras would be better so it can judge distance. Same for the sound sensors. Stick the whole lot as close to the computer as you can for best results ."</p> <p>Next stop was the Engine Department.</p> <p>"Here's my advice ," said the man in the oily overalls. "Keep all the pumps and filters and valves as close together as possible. Stays warmer that way. Cold engines don't work so well." Billy scribbled on his notepad. "Also, you want a light but strong case round it to keep it all together."</p> <p>"How about fuel ?" asked Billy.</p> <p>"Don't stick to just one type. The more fuels it can run on the better. On the subject, put the fuel and air intake holes in the same place, and put some sort of detector there as well so it knows if the fuel is safe to use."</p> <p>Billy went back to his desk and chewed on the end of his pencil. Then he had one of his good ideas; why not make the machine able to do small repair jobs on itself? Even better, why not make it able to build copies of itself too? That would save money, and that was something that always cheered up Mr. Gigadosh.</p>	<p>Action</p> <p>Billy visits some experts for advice Came up with his own good ideas</p>
tension building	<p>Setting a Purpose: <i>What will Billy's machine look like? How is this going to end?</i> READ - look for the OUTCOME.</p> <p><i>Fast Finishers</i> - Use the margin to make notes for your story web</p> <p>Three days later, a nervous Billy stood in front of Mr. Gigadosh's huge desk and handed over his plan for the new machine. Mr. Gigadosh read in silence, his face growing sterner as the minutes slowly ticked past. He finally put the plan down and rested his head in both hands. Billy held his breath. After what seemed like ages, Mr Gigadosh lifted his head and stared sadly at Billy.</p> <p>"I knew it," Mr Gigadosh sighed. "We are too late. This machine already exists."</p> <p>"What?" said Billy in surprise. "Where is it? Can I see one?"</p> <p>"Not 'it', Billy," said Mr Gigadosh. "You mean 'them', and we are both looking at one right now. These machines - the best machines ever - are called Human Beings."</p>	<p>Outcome</p> <p>Mr Gigadosh is disappointed because he realises that Billy's machine is the same as a human being</p>
<p>AFTER READING DISCUSSION</p> <p>1. Story Structure : Review the story web now that the whole story has been read</p> <ul style="list-style-type: none"> Summarise the main problem and how the characters deal with it (see suggestions below) What was the story about? Is there a message? Is there something we can learn from this? (theme) <div data-bbox="183 1355 1412 1556"> <pre> graph LR Problem[Problem Mr Gigadosh wants Billy to design the best ever machine in 3 days] --> Feelings[Feelings Billy is surprised and worried by Mr Gigadosh's request] Feelings --> Action[Action He asks some experts for their advice. He sits down and has some of his own good ideas] Action --> Outcome[Outcome Mr Gigadosh is disappointed because Billy's machine already exists] Outcome --> Themes[Themes Human beings are great machines Problem solving] </pre> </div> <p>2. Story Evaluation : What has the author done to try and make this a good story?</p> <p>This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10. Use "How Good is this Story?" on page 69 as a basis for this discussion. The following are the sort of comments which the teacher should be looking for.</p> <p>Setting: A backdrop to the plot. Not developed.</p> <p>Characters: Not much character development. Mr Gigadosh is a caricature of a rich business man.</p> <p>Story Structure: Simple plot with a twist at the end which encourages rereading to look for the clues.</p> <p>Theme: A celebration of the human body as a great machine. Also explores problem solving strategies.</p> <p>Language Features: Humorous characterisation of Mr Gigadosh - comic exaggeration for effect.</p>		
<p>FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy</p> <ul style="list-style-type: none"> Go through the ACTIVITIES sheet with your students Brainstorm and discuss ideas, model activities where necessary Assign activities or allow choice depending on time constraints and / or the needs of your students 		

GRANDAD'S BLOOD PRESSURE PILLS

BY SAMANTHA OHLSON

"You did WHAT?" rings loudly in my ears.

Mum's panicking as she tries to get me into the car as fast as is humanly possible. I've never seen her like this before. Small drops of sweat build up on her pink forehead as she races around madly. I have no idea what the problem is but I can sense my mother's fear and that is making me scared.

The drive is fast but silent. The only noise is the traffic outside my window. I sit in my booster seat, unable to even look out. I feel small and helpless, confused and upset, not understanding what's going on.

Our ride comes to an abrupt halt in front of the hospital with a squeal of tyres and a screech of brakes. Mum runs around to the passenger side of the car and picks me up in her arms. She's warm, comforting, but this doesn't last for long. I can feel her tightly wrapped arms begin to tremble; they shake disarmingly around me. What's happening to me, I wonder. I begin to cry. A distinct smell fills my nostrils as I struggle to take a breath. It's stuffy and unpleasant, the smell of the hospital, clean and antiseptic.

I'm shocked by the big room we walk into; the white glare, everywhere people sitting, waiting, turning to stare blankly at me. I wait for Mum to explain. She doesn't. I look up into her face pleadingly. I can see tears dripping from her water drenched lashes. Her expression is frightened, uncertain.

A lady in white with a folder walks towards us, an insincere smile stretched across her face. Words cross between the woman and my mother. They crash above my head like bolts of lightning in a storm. I feel annoyed. It's not fair! I know this is about me but they ignore me. Slight, nervous glances is all I get.

"Take this," the strange woman demands. My blank face stares silently back at her. Mum encourages me to take the mysterious pill.

"It will make you sick," Mum says with a reassuring voice. Why would I want to make myself sick? What are you people trying to do to me? Tentatively, I take the pill that is shoved in my face. The edges feel sharp as it slowly slides down my throat. A horrible after-taste fills my mouth. I want to bring it back up again. I gag but can't. Mum smiles and seems relieved.

A few moments pass and my stomach rumbles as if it is going to explode. I don't like this feeling. All of sudden I burst. Everything inside me is coming out. Every last drop inside my stomach is now bubbling onto the bathroom floor. Sitting on the cold tiles in this strange, unfamiliar place I feel wretched. My insides no longer exist, just a hollow ache.

Lying in my own bed, home at last, I finally feel safe. Drained and empty, I wrap myself in my soft, thick blankets, never wanting to be unravelled. I'm filled with relief.

"I'm never going back there again," I say to myself.

"Good night honey," my mum says to me through my half open door. Such a loving, trusting voice, but now with just a little of the trust gone.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

GRANDAD'S BLOOD PRESSURE PILLS

BY SAMANTHA OHLSON

ACTIVITIES

Short Stories 2:5

REMEMBERING - What are the facts

1. Make a list of all the characters in the story and all the facts you can find out about them. Choose a main character and show the information you have found on a **CHARACTER WEB**.
Put the character's name and a drawing of them at the centre of the web.

UNDERSTANDING - Reading between the lines

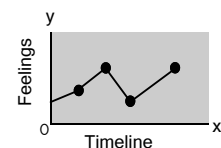
2. How old is the storyteller in this story?
Why is Mum relieved when the storyteller swallows the pill?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news item for TV about the action in this story. Include short interviews with at least two of the characters. Remember to write a strong wrap-up to end your news story.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Write a poem or a rap song about the dangers of young children taking medication that is not meant for them and what to do if this happens.

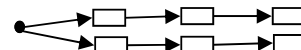
ANALYSING - Breaking down the story to show how it works

5. **STORY GRAPH:** Show how the storyteller is feeling throughout this story.
The y axis should show feelings : 0 = feeling happy, 5 = feeling anxious, upset.
The x axis should be a timeline : 0 = beginning of the story to the end.
The dots on the graph should mark special events in the story. Label what they are.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME



CREATING - Coming up with new ideas

7. **WHAT IF:** "Take this" the strange woman demands.
Brainstorm some other directions that this story could go in from this point on. Use flow charts. Choose your best idea and rewrite the last part of the story
OR Draw it as a comic strip with speech and thought bubbles
8. **DESIGN BRIEF:** Design a child proof pillbox which only opens for the person who the pills are meant for.
Label your drawings or write descriptions to explain your interesting ideas.



EVALUATING - Exploring ideas and rating stories

9. **SEEING BOTH SIDES**
"Parents should supervise their young children at all times"
Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...	I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY?

Give this story a rating out of 5 for each of these criteria (1=Not well developed, 5=Well developed)

- ♦ **CHARACTERS** - Has the author created interesting characters? How?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

GRANDAD'S BLOOD PRESSURE PILLS

BY SAMANTHA OLSON

Short Stories 2: 5 RA 11-12 years

STORY SUMMARY

The young storyteller has done something wrong and becomes increasingly anxious about the way Mum is responding

Features:

The title contains the only clue about what has actually happened.

Told in the first person, present tense from the perspective of a young child.

LEARNING OUTCOMES - choose from the list on page 62 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss title "Grandad's Blood Pressure Pill" - what clues are there in this title about the story?

Discuss students' understanding of blood pressure medication. Who takes it and why?

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 5)

Step One: SET A PURPOSE and READ *What to look for when you read this passage.*

Step Two: DETAILED RETELLING *Making sure we have got the message right.*

Step Three: ADD to STORY WEB *Discuss new information about characters, setting, problem, feelings, action, outcome.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: READ - look for SETTING, CHARACTERS, PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

LANGUAGE FEATURES

"You did WHAT?" rings loudly in my ears.

Mum's panicking as she tries to get me into the car as fast as is humanly possible. I've never seen her like this before. Small drops of sweat build up on her pink forehead as she races around madly. I have no idea what the problem is but I can sense my mother's fear and that is making me scared.

effective adjective list

The drive is fast but silent. The only noise is the traffic outside my window. I sit in my booster seat unable to even look out. I feel **small and helpless, confused and upset**, not understanding what's going on.

STORY STRUCTURE

Characters

Mum - panicking

The storyteller- a young child (has a booster seat).

Setting

Possibly at home and then in the car.

Problem

The storyteller has done something and Mum is panicking (response) and going somewhere (action)

Setting a Purpose: Where do you think they are going?

READ - look for more information about the new setting and development of the PROBLEM and the characters FEELINGS about it.

Fast Finishers - Use the margin to make notes for your story web

onomatopoeia

Our ride comes to an abrupt halt in front of the hospital with a **squeal** of tyres and a **screech** of brakes. Mum runs around to the passenger side of the car and picks me up in her arms. She's warm, comforting, but this **doesn't last for long**. I can feel her tightly wrapped arms begin to tremble; they shake **disarmingly** around me. What's happening to me, I wonder. I begin to cry. A distinct smell fills my nostrils as I struggle to take a breath. It's stuffy and unpleasant, the smell of the hospital, clean and **antiseptic**.

tricky vocab

strong sensory adjectives

strong visual image

adjective list

I'm shocked by the big room we walk into, the white glare, everywhere people sitting, waiting, turning to **stare blankly** at me. I wait for Mum to explain. She doesn't. I look up into her face pleadingly. I can see tears dripping from her water drenched lashes. Her expression is **frightened, uncertain**.

Problem

Still no statement of what the child has done. Can be inferred from the title.

Feelings

Mum is frightened, uncertain. The storyteller is upset by what is happening.

Action

Mum has taken the storyteller to the emergency room at the hospital

Setting a Purpose: What has happened? What do you think will happen next?

READ - look for more information about the problem, response and action taken.

Fast Finishers - Use the margin to make notes for your story web

strong adjective

simile for effect

A lady in white with a folder walks towards us, an insincere smile stretched across her face. Words cross between the woman and my mother. They crash above my head **like bolts of lightning in a storm**. I feel annoyed. It's not fair! I know this is about me but they ignore me. Slight, nervous glances is all I get.

New Character

Lady in white - nurse

- "insincere smile"

(this chunk continued on next page)

<p>strong adjective</p> <p>strong adjectives</p>	<p>"Take this," the strange woman demands. My blank face stares silently back at her. Mum encourages me to take the mysterious pill.</p> <p>"It will make you sick," Mum says with a reassuring voice.</p> <p>Why would I want to make myself sick? What are you people trying to do to me? Tentatively, I take the pill that is shoved in my face. The edges feel sharp as it slowly slides down my throat. A horrible after-taste fills my mouth. I want to bring it back up again. I gag but can't. Mum smiles and seems relieved.</p>	<p>Action</p> <p>Storyteller has to take a pill to make her / him vomit up Grandad's blood pressure medication</p>
<p>Setting a Purpose: <i>How is this going to end?</i> READ - look for the OUTCOME.</p> <p>Fast Finishers - Use the margin to make notes for your story web</p>		
<p>simile</p> <p>hyperbole</p> <p>hyperbole</p> <p>strong description</p> <p>powerful ending</p>	<p>A few moments pass and my stomach rumbles as if it is going to explode. I don't like this feeling. All of sudden I burst. Everything inside me is coming out. Every last drop inside my stomach is now bubbling onto the bathroom floor. Sitting on the cold tiles in this strange, unfamiliar place I feel wretched. My insides no longer exist, just a hollow ache.</p> <p>Lying in my own bed, home at last, I finally feel safe. Drained and empty, I wrap myself in my soft, thick blankets, never wanting to be unravelled. I'm filled with relief.</p> <p>"I'm never going back there again", I say to myself.</p> <p>"Good night honey," my mum says to me through my half open door.</p> <p>Such a loving, trusting voice, but now with just a little of the trust gone.</p>	<p>Outcome</p> <p>Storyteller vomits. Feels terrible but the crisis is over.</p> <p>Mum has lost some of her trust</p>
<p>AFTER READING DISCUSSION</p> <p>1. Story Structure : Review the story web now that the whole story has been read</p> <ul style="list-style-type: none"> Summarise the main problem and how the characters deal with it (see suggestions below) What was the story about? Is there a message? Is there something we can learn from this? (theme) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; width: 15%;"> <p>Problem</p> <p>Storyteller has swallowed one of granddad's blood pressure pills</p> </div> <div style="font-size: 24px;">→</div> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; width: 15%;"> <p>Feelings</p> <p>Mum panics. Storyteller is confused about what is going on</p> </div> <div style="font-size: 24px;">→</div> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; width: 15%;"> <p>Action</p> <p>Mum rushes to the hospital. Storyteller has to take a pill to make her/him vomit up the medication</p> </div> <div style="font-size: 24px;">→</div> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; width: 15%;"> <p>Outcome</p> <p>Storyteller vomits. The crisis is over. Mum has learnt a lesson</p> </div> <div style="font-size: 24px;">→</div> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; width: 15%;"> <p>Themes</p> <p>Childish irresponsibility Childish fear and helplessness Trust</p> </div> </div> <p>2. Story Evaluation : What has the author done to try and make this a good story?</p> <p>This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10.</p> <p>Use "How Good is this Story?" on page 69 as a basis for this discussion.</p> <p>The following are the sort of comments which the teacher should be looking for.</p> <p>Setting: At the hospital - smells, white glare, blank expressions - detail builds the feeling of anxiety experienced by the storyteller.</p> <p>Characters: Mum and the nurse are seen through the storyteller's eyes. Not much opportunity for development.</p> <p>Story Structure: Well paced action. Tension increases with a climax and a resolution. A little hook at the end where trust is mentioned.</p> <p>Theme: A strong credible theme - feelings of helplessness and fear as a young child are explored. Trust is mentioned at the end.</p> <p>Language Features: First person present tense creates a strong mood - supports the rising tension and anxiety. Multiple adjectives provide detail</p>		
<p>FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy</p> <ul style="list-style-type: none"> Go through the ACTIVITIES sheet with your students Brainstorm and discuss ideas, model activities where necessary Assign activities or allow choice depending on time constraints and / or the needs of your students 		

THERE WHEN YOU NEED US

BY HILTON AYREY

Nathan winced as he tried to move his leg. The shooting pain convinced him again that there was something seriously wrong. He sincerely regretted his impulsive decision to go climbing this weekend. He had been so bummed out with work and it hadn't helped that Megan, his girlfriend of four years had dropped him last week and left the city with a grim message NOT to try and contact her. He wouldn't be hearing from her in a hurry.

It would be Monday lunchtime before they missed him at work. His mind wandered back over the events of the last two days. The staff meeting that he had stormed out of, the spur-of-the-moment decision to travel the three hours down the coastal road to the snow field and the tramp into the hut just below the snowline ... deserted at this time of the year. The night spent huddled in the familiar bunk with not quite enough bedding to allow him to drift off to sleep. An early morning start without really being sure that the weather was appropriate as a misty cloud hung around the cabin. The trudge up to the snowline as the cloud lifted and a brilliant day unfolded. The struggle to the top of the peak with no crampons, just his outdoor boots which he knew was foolish for this sort of climb.

But then there had been that feeling of exultation at the top that had made it seem so worthwhile and so right. The small summit with nowhere else to climb ... standing tall and gazing out over the landscape as far as the eye could see in all directions. He had felt cleansed by the experience, free from all the turmoil he had left behind, high above it all. He could almost imagine that if he jumped he would fly.

Hunger had suddenly registered in his stomach and he became aware of a cooler wind from the south, the sky darkening quickly. Time for a quick descent, the drive home and a hot cup of coffee in front of the fire. He felt renewed. Work ... he would talk to Westerfield on Monday and sort that out... apologise for his abrupt departure on Friday afternoon. Megan ... well if he was honest with himself he had known it was over for some time now. He realised he had been subconsciously preparing himself for the inevitable and now he knew that the dull ache would go away in time. Coming down the mountain was so much easier. He slid down the straightforward parts on his back, enjoying the exhilarating freedom, using his ice axe to slow himself down. Thank goodness he had remembered to bring that.

And then it had all gone horribly wrong. This carefree reckless descent had come to an abrupt halt as he hit an icy patch, lost control and slammed up against this rocky outcrop with his leg shattered. There had been the overwhelming relief of finding his cell phone still firmly wedged in his trouser pocket. If only he could get reception he would be able to alert Search and Rescue. He knew exactly where he was on the mountain. They would have him out before nightfall. He had flipped it open and turned it on. Yesssssss!!! A signal. Dialing...and then that moment where the hope beating so strongly in his chest took flight.

"The cost of your call exceeds your credit."

He had just upgraded to a new model and was still on a prepaid plan.

He was well aware of the outcome of a night on the slopes exposed to a southerly blast in the light day clothes he was wearing. The pain in his leg was receding but he knew that was a bad sign. He could feel himself drifting towards unconsciousness, letting go, losing the will to hold on.

And then from nowhere that irritating ring-tone that was now suddenly the best sound ever ...

"Hi this is Sally from Telecom. You recently purchased a phone from our telecom centre and this is a courtesy call to check whether you are happy with the service and to enquire if there is any way we can assist you."

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

THERE WHEN YOU NEED US

BY HILTON AYREY

ACTIVITIES

Short Stories 2:6

REMEMBERING - What are the facts

1. Make a list of all the facts you can find in the story about Nathan and show the information you have found on a **CHARACTER WEB**.
Draw a picture of what you think Nathan looks like at the centre of the web

UNDERSTANDING - Reading between the lines

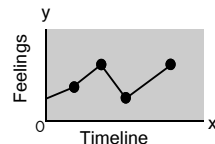
2. What was the turning point for Nathan in this story? Why?
Why was it a bad sign that the pain in his leg was receding?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news item for TV about Nathan's miraculous escape on the mountain. Include at least 2 short interviews with Nathan, Westerfield, someone else from work, Megan, or someone from the rescue team.
Remember to write a strong wrap-up to end your news story.
4. **POETRY:** Use the events in the story to write a poem or a rap about Nathan's experience or about mountain safety.

ANALYSING - Breaking down the story to show how it works

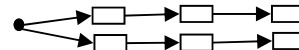
5. **STORY GRAPH:** Show how Nathan is feeling throughout this story.
The y axis should show feelings : 0 = feeling relaxed, 5 = feeling worried, anxious, angry
The x axis should be a timeline : 0 = beginning of the story to the end.
The dots on the graph should mark special events in the story. Label what they are.



6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT IF:** "He had felt cleansed by the experience, free from all the turmoil he had left behind."
Brainstorm some different directions this story could go in from this point on. Use flow charts.
Choose your best idea and rewrite the last part of the story
OR Draw it as a comic strip with speech and thought bubbles
8. **DESIGN BRIEF:** Design a mountain pack that Nathan could always carry in the boot of his car so that he was totally prepared for next time he goes climbing.
Label your drawings or write descriptions to explain your interesting ideas.



EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"Nathan's behaviour was irresponsible"

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY?

Give this story a rating out of 5 for each of these criteria (1=Not well developed, 5=Well developed)

- ♦ **CHARACTERS** - Has the author created interesting characters? How?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

Short Stories 2:6 RA 11-12 years

THERE WHEN YOU NEED US

BY HILTON AYREY

STORY SUMMARY

Nathan is in trouble. He has had an accident while climbing and reflects on the events that lead up to his accident - a spur of the moment decision to leave behind his frustrations with work and his girlfriend walking out on him, the great feeling he had at the top of the mountain and how he felt ready to go back and face his problems. But things are not looking good. His cell phone is out of credit and there is little hope of being rescued, and then a courtesy call from Telecom makes it his lucky day.

LEARNING OUTCOMES - choose from the list on page 62 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss title "There When You Need Us" - are there any clues about the story?

Discuss examples of advertising where the advertiser makes promises like this.

Encourage students to share what they do when they are feel like everything is too much.

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 5)

Step One: SET A PURPOSE and READ *What to look for when you read this passage.*

Step Two: DETAILED RETELLING *Making sure we have got the message right.*

Step Three: ADD to STORY WEB *Discuss new information about characters, setting, problem, feelings, action, outcome.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: READ - look for SETTING, CHARACTERS, and the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

LANGUAGE FEATURES

*strong adjective
slang*

Nathan winced as he tried to move his leg. The shooting pain convinced him again that there was something seriously wrong. He sincerely regretted his **impulsive decision** to go climbing this weekend. He had been so **bumped out with work** and it hadn't helped that Megan, his girlfriend of four years had dropped him last week and left the city with a grim message NOT to try and contact her. He wouldn't be hearing from her in a hurry.

STORY STRUCTURE

Characters

Nathan
Megan his girlfriend

Setting

Possibly on a mountain - he had gone climbing

Problem

Things had not been going well at work and with his girlfriend
He has hurt his leg

Feelings

He was feeling 'bumped out'

Setting a Purpose: What has happened to Nathan?

READ - look for more information about the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

*extended flashback to
fill in the back story*

It would be Monday lunchtime before they missed him at work. His mind wandered back over the events of the last two days. The staff meeting that he had stormed out of, the spur-of-the-moment decision to travel the three hours down the coastal road to the snow field and the tramp into the hut just below the snowline deserted at this time of the year. The night spent huddled in the familiar bunk with not quite enough bedding to allow him to drift off to sleep. An early morning start without really being sure that the weather was appropriate as a misty cloud hung around the cabin. The trudge up to the snowline as the cloud lifted and a brilliant day unfolded. The struggle to the top of the peak with no **crampons**, just his outdoor boots which he knew was **foolish for this sort of climb**.

technical term

strong image

But then there had been that feeling of **exultation** at the top that had made it seem so worthwhile and so right. The **small summit with no-where else to climb** standing tall and gazing out over the landscape as far as the eye could see in all directions. He had felt cleansed by the experience, free from all the **turmoil** he had left behind, high above it all. He could almost imagine that **if he jumped he would fly**.

Hunger had suddenly registered in his stomach and he became away of a cooler wind from the south, the sky darkening quickly. Time for a quick **descent**, the drive home and a hot cup of coffee in front of the fire. He felt renewed. Work he would talk to Westerfield on Monday and sort that out apologise for his abrupt departure on Friday afternoon.

Megan ... well if he was honest with himself he had known it was over for some time now. He realised he had been subconsciously preparing himself for the inevitable and now he knew that the **dull pain would go away in time**. Coming down the mountain was so much easier. He slid down the straightforward parts on his back, enjoying the exhilarating freedom, using his **ice axe to slow himself down**. Thank goodness he had remembered to bring that.

strong image

New Problem

He had had an accident.
No one would miss him

Feelings

Flashback to how he had been feeling and the ACTION he took

Action

Climbed the mountain

Outcome

Felt much better - got everything into perspective

Problem Development

He had had an accident.
No one would miss him

Setting a Purpose: *What do you think will happen now?*
READ - look for the further ACTION and the OUTCOME.

Fast Finishers - Use the margin to make notes for your story web

And then it had all gone horribly wrong. This carefree reckless descent had come to an abrupt halt as he hit an icy patch, lost control and slammed up against this rocky outcrop with his leg shattered. There had been the overwhelming relief of finding his cell phone still firmly wedged in his trouser pocket. If only he could get reception he would be able to alert Search and Rescue. He knew exactly where he was on the mountain. They would have him out before nightfall. He had flipped it open and turned it on. Yessssss!!! A signal. Dialing...and then that moment where

metaphor *the hope beating so strongly in his chest took flight.*
"The cost of your call exceeds your credit."
He had just upgraded to a new model and was still on a prepay plan.

New Problem

Nathan makes a mistake coming down the mountain and needs help
His cellphone is out of call time
He is drifting into unconsciousness

He was well aware of *the outcome of a night on the slopes* exposed to a southerly blast in the light day clothes he was wearing. The pain in his leg was receding but *he knew that was a bad sign*. He could feel himself drifting towards unconsciousness, letting go, losing the will to hold on.

Setting a Purpose: *How will this end? Brainstorm possibilities.*
READ - look for the OUTCOME.

Fast Finishers - Use the margin to make notes for your story web

And then from nowhere that irritating ring-tone that was now suddenly the best sound ever "Hi this is Sally from Telecom. You recently purchased a phone from our telecom centre and this is a *courtesy call* to check whether you are happy with the service and to enquire if there is any way we can assist you."

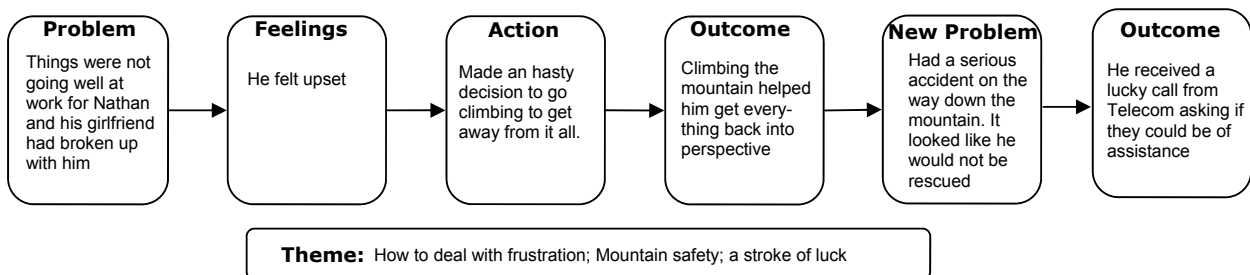
Outcome

Help comes from an unexpected source. We assume that Nathan will now be rescued.

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10.
Use *"How Good is this Story?"* on page 69 as a basis for this discussion.
The following are the sort of comments which the teacher should be looking for.

Setting: On a mountain - important to the problem in the story

Characters: We learn quite a lot about Nathan - well developed character through explanation of his personal problems.

Story Structure: Action unfolds through flashback - adds tension to the story. Main character dealing with internal struggles.

Theme: Multiple themes about coping with stress and frustration, acting sensibly and safely in the outdoors, and extremely good luck

Language Features: Flashback allows the rapid recall of story sequence. Slightly open ended ending leaves reader to make the obvious conclusion.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

AIRPORT

by Joshua Haythornthwaite

The giant black clouds in the sky cover the sun, dark and foreboding. I'm glued against the back seat of the well used, almost expired, family car trying to slither into the narrow gap between the door and the prickly, cheaply covered back seat. I don't want to be seen. My mother, perfect haired as usual, is perched in front of me and is complaining, offering her familiar but unwelcomed opinion about my father's driving to us all. "Speed up. We're going to be late!"

I like my father's driving. He makes me feel safe. The radio is booming, arguing with my mother. I'm trying to submerge myself in the music, drown in it even. I'm desperate. We turn to the right without a complaint from my mother. She's now distracted, deep in argument with my younger siblings. The word I've been haunted by for months suddenly rears it's ugly head on a roadside billboard. Dad sees it coming and winks at me in the rear vision mirror ... AIRPORT.

I did not want to do this. I've seen the movies and the news bulletins about planes with failed engines mid-flight, plummeting helplessly; hundreds crying, screaming, dying. I've never been in a plane before and I'd like to keep it that way. I feel terrified.

The whole family are there to see us off. The whole family in one place at one time means fuss, forced hugs, and me trying to maintain my grip on sanity. The aunties, so very loud and vying for the spotlight; the uncles, hands in their pockets saying just enough; the cousins making no attempt to show that they would rather be somewhere else away from this place. So would I, just not on a plane.

I drag my heavy burden reluctantly, longing to be a forgotten piece of luggage myself, to be left behind on the safe, familiar ground. Mum's ahead with my brother and sister, making pace like Maurice Green. I loiter behind with my father. The tension and fear in my eyes overflow and I hold back a tear.

Our possessions are taken from us, and we head towards the gateway of the terminal. Apparently we are late. The plane is about to leave so now we move with a new anxiety. The scenery changes. The corridor narrows, a funnel to our destination, constricting. We're following a briskly walking, uniformed woman. She's twisting her head in an odd way and talking rapidly to someone through a walkie-talkie on her shoulder.

I can't do this. I have to stop. I feel overwhelmed. The others yell at me but I block it out. I take a look at the plane outside the huge windows. It is grey, large and daunting. Dark clouds fill the sky, black masses on the horizon. The runway is an ocean of dispersed water. Men are hosing down the outside of the plane. One man is cleaning the glass. I wonder if he's cleaning off the blood spilt from the last flight. My brother and sister are already on the plane, seated, belted, excited. I linger on the gangway, anxious. I flop down on a nearby couch, tatty, my talons reaching in and fretfully pulling away at the loose cotton padding. I want these feelings to be picked away like that, free and fluffy like wool. That way I would feel safe.

My father comes towards me. He holds me close. His light radiates over me. My mother is in the distance, lost in the shadows. He talks to me quietly, reassuringly, and I stand. We walk together to the plane. The sun comes out from behind the clouds and the runway is bathed in bright light. Boldly, I step onto the plane.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

AIRPORT

by Joshua Haythornthwaite

ACTIVITIES

Short Stories 2:7

REMEMBERING - What are the facts

1. Make a list of all the characters in the story and all the facts you can find out about them.
Show the information you have found on **CHARACTER WEBS**.
Put the character's name and a drawing of them at the centre of their web.

UNDERSTANDING - Reading between the lines

2. Was the main character a boy or a girl?
Explain how the author has shown that the main character feels differently about his/her mother and father.
For each answer try to find a quote from the story to support your ideas.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news item for TV about the fear of flying.
Include short interviews with the main characters in this story and anyone else you think would have something interesting to say about this problem.
Remember to write a strong wrap-up to end your news story.
4. **POETRY:** Write a poem or a rap song about the fear of flying.

ANALYSING - Breaking down the story to show how it works

5. **STORY MAP:** Draw a story map of the settings using the information in the story.
Use labels to show the places mentioned and the events that took place.
Be prepared to explain your STORY MAP to others.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story.
Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT COMES NEXT:** Brainstorm what could happen next.
Choose your best idea and write the next part of this story.
Try to maintain the style the author has used.
8. **DESIGN BRIEF:** Design a much improved aeroplane that has such sophisticated safety features that no one would have a fear of flying.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"There is no reason to have a fear of flying"

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY?

Give this story a rating out of 5 for each of these criteria (1=Not well developed, 5=Well developed)

- ♦ **CHARACTERS** - Has the author created interesting characters? How?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

AIRPORT

by Joshua Haythornthwaite

Short Stories 2:7 RA 12-13 years

STORY SUMMARY

The moment the storyteller has been dreading has arrived it is time to board the plane for his/her first flight. Told in the first person present tense, the tension builds as the moment gets closer and closer. The author uses lots of imagery to support the central theme and to comment on family dynamics.

LEARNING OUTCOMES - choose from the list on page 62 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss the title "Airport" - are there any clues about the story?

Discuss the students' experiences flying? How do they feel about it?

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 5)

Step One: SET A PURPOSE and READ *What to look for when you read this passage.*

Step Two: DETAILED RETELLING *Making sure we have got the message right.*

Step Three: ADD to STORY WEB *Discuss new information about characters, setting, problem, feelings, action, outcome.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: READ - look for CHARACTERS, SETTING, and the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

LANGUAGE FEATURES

strong noun
difficult concept

unusual description

personification
metaphor

personification

The giant black clouds in the sky cover the sun, dark and **foreboding**. I'm glued against the back seat of the well used, **almost expired**, family car trying to slither into the narrow gap between the door and the prickly, cheaply covered back seat. I don't want to be seen. My mother, **perfect haired as usual**, is perched in front of me and is complaining, offering her familiar but unwelcomed opinion about my father's driving to us all. "Speed up. We're going to be late!" I like my father's driving. He makes me feel safe. **The radio is booming, arguing with my mother**. I'm trying to **submerge myself in the music**, drown in it even. I'm desperate. We turn to the right without a complaint from my mother. She's now distracted, deep in argument with my younger siblings. The word I've been haunted by for months suddenly **rears it's ugly head on a roadside billboard**. Dad sees it coming and winks at me in the rear vision mirror AIRPORT.

STORY STRUCTURE

Setting

In the car

Characters

Storyteller, Mum, Dad
younger siblings

Problem

The storyteller is very unhappy about something

Setting a Purpose: What is the storyteller's problem?

READ - look for more information about the development of the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

difficult concept

personification
unusual comparison

I did not want to do this. I've seen the movies and the news bulletins about planes with failed engines mid-flight, plummeting helplessly; hundreds crying, screaming, dying. I've never been in a plane before and I'd like to keep it that way. **I feel terrified**.

The whole family are there to see us off. The whole family in one place at one time means fuss, forced hugs, and me trying to **maintain my grip on sanity**. The aunties, so very loud and vying for the spotlight; the uncles, hands in their pockets saying **just enough**; the cousins making no attempt to show that they would rather be somewhere else away from this place. So would I, just not on a plane.

I drag my heavy burden reluctantly, **longing to be a forgotten piece of luggage myself**, to be left behind on the safe, familiar ground. Mum's ahead with my brother and sister, **making pace like Maurice Green**. I loiter behind with my father. The tension and fear in my eyes overflow and I hold back a tear.

Problem

The storyteller has a fear of flying

New Characters

Other family members are there to see them off.

Adds to the feelings of panic

Setting a Purpose: *Brainstorm possible outcomes.*

READ - look for the FEELINGS, ACTION and OUTCOME.

Fast Finishers - Use the margin to make notes for your story web

metaphor

Our possessions are taken from us, and we head towards the gateway of the terminal. Apparently we are late. The plane is about to leave so now we move with a **new anxiety**. The scenery changes. The corridor narrows, **a funnel to our destination**, constricting. We're following a briskly walking, uniformed woman. **She's twisting her head** in an odd way and talking rapidly to someone through a walkie-talkie on her shoulder.

strong description

I can't do this. I have to stop. I feel overwhelmed. The others yell at me but I block it out. I take a look at the plane outside the huge windows. It is grey, large and **daunting**. Dark clouds fill the sky, black masses on the horizon. The runway is an ocean of dispersed water. Men are hosing down the outside of the plane. One man is cleaning the glass. I wonder if he's cleaning off the blood spilt from the last flight. My brother and sister are already on the plane, **seated, belted, excited**. I linger on the gangway, anxious. I flop down on a nearby couch, tatty, **my talons reaching in and fretfully pulling away at the loose cotton** padding. I want these feelings to be picked away like that, free and **fluffy like wool**. That way I would feel safe.

adjective list

metaphor

simile

strong symbolic contrast between mother and father - light and shadow

My father comes towards me. He holds me close. **His light radiates over me. My mother is in the distance, lost in the shadows**. He talks to me quietly, reassuringly, and I stand. We walk together to the plane. The sun comes out from behind the clouds and the runway is bathed in bright light. Boldly, I step onto the plane.

Feelings

The storyteller is overwhelmed. He cannot board the plane. The weather matches his feelings

The storyteller is looking for reassurance

Action

His father is able to reassure him

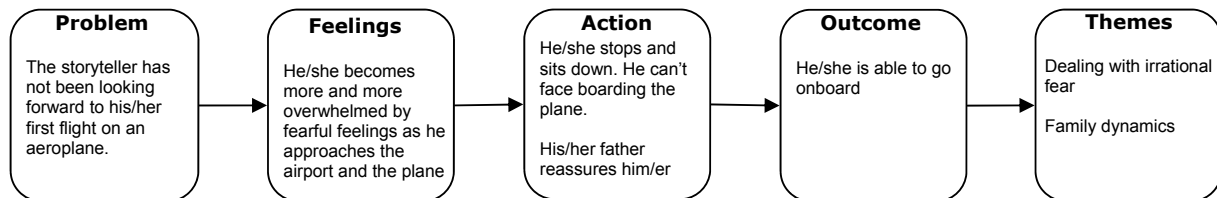
Outcome

He is able to board the plane

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10.

Use **"How Good is this Story?"** on page 69 as a basis for this discussion.

The following are the sort of comments which the teacher should be looking for.

Setting: The airport is important - responsible for the problem and all of the action.

Characters: Main character is revealed by his own commentary of events and feelings. Some development of relationships with parents.

Story Structure: Rising tension throughout the story, resolved at the end.

Theme: A strong theme about having to come to terms with irrational fear. Also looks at family dynamics.

Language Features: First person present tense adds to the build up of tension. Also strong use of detail, description of emotions to create the storyteller's tension. Also uses adjective lists, strong imagery (talons) and symbols (light and dark). Serious tone.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

the Substitute by marco fazzi

Georgina was by far the brainiest student at the Boffinham School for Very Brainy Students. It wasn't really her fault that she was always in trouble, because the stuff that they insisted on teaching her was as easy as it was dull. In Advanced Maths, the super-computer they used wasn't powerful enough. In Astrophysics they hardly ever got to discover new planets. In Ancient Greek lessons they only ever read ancient books. She had had a mildly interesting moment in Physics when they had discovered a new type of anti-matter. They gave her a prize for that, but took it back when her next experiment went wrong and blew up the Science Department. The only lesson worth paying any attention to was Mr Borghakker's robotics class and it was there that Georgina found an elegant solution to all her problems.

For months she worked through the night in total secrecy. She tinkered with circuit boards and microchips. She fiddled and fumbled with fabrics and fibres. Time after time she would slip out in the dead of night to use the equipment in the school's laboratory. Overcoming an alarm system is hard work when you are only a metre tall, but Georgina was determined.

Perseverance always paid off. The robot was nearly perfect. It moved like her and talked like her. It went to all her classes and did all her homework. Best of all, the robot's behaviour was the exact opposite to Georgina's. Her delighted parents couldn't believe the good reports that they received from her teachers and they bought her a new set of encyclopaedias as a reward.

Georgina still went to school for exams. She liked the idea that she could still score full marks in the tests without having to listen to their dumb lessons. She also had to go in when there were swimming lessons or when it was raining heavily, and it annoyed her that she still couldn't solve the problem of making the robot waterproof.

It was this problem that Georgina was tackling in her bedroom one day while the robot was busy at school. She was interrupted by a beeping noise from a large TV set wired up to the computer. It was time for a security check. She flicked through the channels one by one. The tracking devices she had planted on her parents showed that they were still at work, so there was no chance of them coming home early and finding her. She switched to the robot's channel to see what was happening. The robot was sitting in assembly along with the rest of the school. She could see Miss Spoffle, the Principal, standing on the stage giving one of her speeches. She swivelled the remote control to make the robot look left and right. To one side of the robot was the massive figure of Barry Drubber. On the other side was Patricia Pimm, the only girl in the school who was smaller than Georgina. She could also see Mr Borghakker's lean frame near the front. She giggled and made the robot give him a friendly wave. She owed him that much.

Suddenly a loud bang erupted from the speakers on top of the television. The image on the screen changed as the robot looked around to see where the noise had come from. Something had gone wrong with the big control panel on the stage of the assembly hall, and thick black smoke was oozing from its sides. Then something strange started to happen; it began to rain in the hall.

Georgina gaped at the screen in complete confusion, then slowly the grim truth began to dawn on her. The smoke had activated the sprinkler system. Georgina slipped off the chair and was already running when her feet hit the ground. She shot out of the front door without stopping to close it behind her. She hurtled down the garden path and out onto the street. Passers-by stopped and stared in amazement at the tiny figure in pigtails that raced like the wind down the road. Georgina could hear her heart beating furiously as it struggled to keep up with her little legs, and then the pounding was drowned out by a steadier, deeper beat that came from behind her. An enormous arm swept her up and she felt herself being carried off faster than before. It was big Barry Drubber. But that was impossible! She had just seen him through the robot's eyes sitting in assembly.

"Come on Georgina!" boomed Barry. "There's still time!"

Barry thundered along the pavement and almost collided with a little body that came tearing around the corner. Without breaking his stride, Barry reached out another mighty arm and swept Patricia Pimm off her feet.

"You too, eh?" he panted. There was a squeal of brakes from behind and a car screeched to a halt beside them. It was a frantic Miss Spoffle who threw open the door.

"Quick! Get in the car!" she shrieked. The car roared off towards the school, tearing past Mr Borghakker as he cycled furiously down the road in the same direction.

They came racing from everywhere. Big students and little students, fat teachers and skinny teachers on all forms of transport and all dashing towards the same destination. All three hundred and forty-nine of them reached the school gates at roughly the same time. For a few seconds everyone stared at each other in surprise, and then they slowly turned to view the events unfolding in the schoolyard. Wandering all over the grounds were three hundred and forty-nine robots, of all shapes and sizes, fizzing, sparking, smouldering and falling over.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

the Substitute

by marco fazzi

ACTIVITIES

Short Stories 2:8

REMEMBERING - What are the facts

1. Make a list of all the characters in the story and all the facts you can find out about them. Choose a main character and show the information you have found on a **CHARACTER WEB**. Put the character's name and a drawing of them at the centre of the web.

UNDERSTANDING - Reading between the lines

2. "...and it was there that Georgina found an elegant solution to all her problems."
What was the solution and why was it "elegant"?
Why did Georgina feel that she "owed" Mr Borghakker?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news item for TV about the unusual happenings at the Boffinham School for Very Brainy Students. Include short interviews with some of the other characters to find out their stories. Remember to write a strong wrap-up to end your news story.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Use the information in this story to write a poem or a rap song about the Boffinham School for Very Brainy Students.

ANALYSING - Breaking down the story to show how it works

5. **STORY MAP:** Draw a story map of the setting using the information in the story. Use labels to show the places mentioned and the events that took place. Be prepared to explain your STORY MAP to others.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT IF :** "Then something strange started to happen; it began to rain in the hall. . ."
Brainstorm some other directions that this story could go in from this point on. Use flow charts. Choose your best idea and rewrite the last part of the story
OR Draw it as a comic strip with speech and thought bubbles
8. **DESIGN BRIEF:** Design your own robot. Include all the special features it would need to have to replace YOU.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"The development of robots will be a great benefit to the human race"

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY?

Give this story a rating out of 5 for each of these criteria (1=Not well developed, 5=Well developed)

- ◆ **CHARACTERS** - Has the author created interesting characters? How?
- ◆ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ◆ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ◆ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

the Substitute by Marco Fazzi

Short Stories 2:8 RA 12-13 years

STORY SUMMARY

Georgina attends the Boffinham School for Very Brainy Students but is bored with the lessons. She comes up with a very clever plan which allows her to get on with the things that really interest her rather than having to go to school - she builds a robot to take her place. However, her invention has a fatal flaw and one day she gets a surprise - she is not the only one who has a robot substitute.

LEARNING OUTCOMES - choose from the list on page 62 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss title "The Substitute" - are there any clues about the story?

Discuss what it would be like to be very, very intelligent (some students may think they have personal experiences to share!)

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 5)

Step One: SET A PURPOSE and READ *What to look for when you read this passage.*

Step Two: DETAILED RETELLING *Making sure we have got the message right.*

Step Three: ADD to STORY WEB *Discuss new information about characters, setting, problem, feelings, action, outcome.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: READ - look for CHARACTERS, SETTING, and the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

LANGUAGE FEATURES

difficult concept
technical term

Georgina was by far the brainiest student at the Boffinham School for Very Brainy Students. It wasn't really her fault that she was always in trouble, because the stuff that they insisted on teaching her was **as easy as it was dull**. In Advanced Maths, the super-computer they used wasn't powerful enough. In **Astrophysics** they hardly ever got to discover new planets. In Ancient Greek lessons they only ever read ancient books. She had had a mildly interesting moment in Physics when they had discovered a new type of anti-matter. They gave her a prize for that, but took it back when her next experiment went wrong and blew up the Science Department. The only lesson worth paying any attention to was Mr Borghakker's robotics class and it was there that Georgina found an **elegant solution to all her problems**.

foreshadowing

STORY STRUCTURE

Setting

Boffinham School

Characters

Georgina

Mr Borghakker

Problem

School isn't challenging enough

Feelings

Gets bored

Gets into trouble

Setting a Purpose: Brainstorm some 'elegant' solutions to Georgina's problem.

READ - look for the ACTION Georgina takes to solve the PROBLEM

Fast Finishers - Use the margin to make notes for your story web

alliteration

For months she worked through the night in total secrecy. She tinkered with **circuit boards and microchips**. She fiddled and fumbled with **fabrics and fibres**. Time after time she would slip out in the dead of night to use the equipment in the school's laboratory. Overcoming an alarm system is hard work when you are only a metre tall, but Georgina was determined.

difficult concept

Perseverance always paid off. The robot was nearly perfect. It moved like her and talked like her. It went to all her classes and did all her homework. Best of all, the robot's behaviour was the exact opposite to Georgina's. Her delighted parents couldn't believe the good reports that they received from her teachers and they bought her a new set of encyclopaedias as a reward.

concept - design flaw

Georgina still went to school for exams. She liked the idea that she could still score full marks in the tests without having to listen to their dumb lessons. She also had to go in when there were swimming lessons or when it was raining heavily, and it annoyed her that she still couldn't solve **the problem of making the robot waterproof**.

strong inference

It was this problem that Georgina was tackling in her bedroom one day while the robot was busy at school. She was interrupted by a beeping noise from a large TV set wired up to the computer. It was time for a **security check**. She flicked through the channels one by one. The tracking devices she had **planted on her parents** showed that they were still at work, so there was no chance of them coming home early and finding her. She switched to the robot's channel to see what was happening. The robot was sitting in assembly along with the rest of the school. She could see Miss Spoffle, the Principal, standing on the stage giving one of her speeches. She swivelled the remote control to make the robot look left and right. To one side of the robot was the massive figure of Barry Drubber. On the other side was Patricia Pimm, the only girl in the school who was smaller than Georgina. She could also see Mr Borghakker's lean frame near the front. She giggled and made the robot give him a friendly wave. **She owed him that much**. Suddenly a loud bang erupted from the speakers on top of the television. The image on the screen changed as the robot looked around to see where the noise had come from. Something had gone wrong with the big control panel on the stage of the assembly hall, and thick black smoke was oozing from its sides. Then something strange started to happen; **it began to rain in the hall**.

Action

Made a robot to take her place

Outcome

Worked well - doesn't have to go to school.

Parents are pleased with her 'good behaviour'

Setting a Purpose: *What is happening in the hall? How might this affect Georgina and her robot?*
READ to the end of the story to find the OUTCOME of this complication.

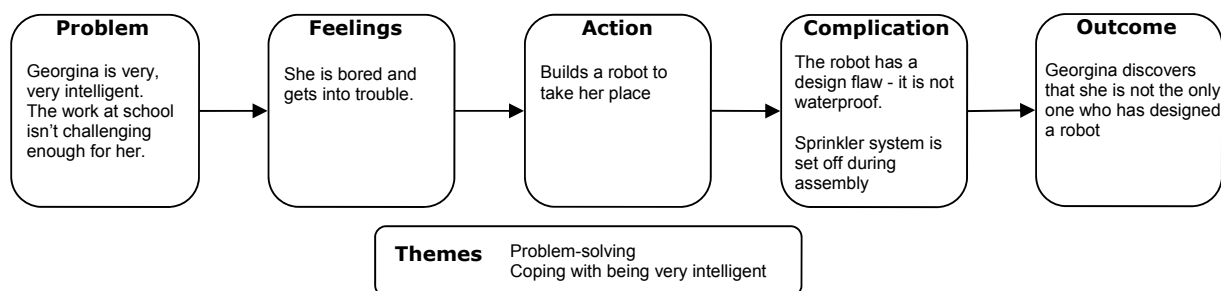
Fast Finishers - Use the margin to make notes for your story web

strong verb	Georgina gaped at the screen in complete confusion, then slowly the grim truth began to dawn on her. The smoke had activated the sprinkler system.
hyperbole	Georgina slipped off the chair and was already running when her feet hit the ground . She shot out of the front door without stopping to close it behind her.
action verb	She hurtled down the garden path and out onto the street. Passers-by stopped and stared in amazement at the tiny figure in pigtails that raced
simile	like the wind down the road. Georgina could hear her heart beating furiously as it struggled to keep up with her little legs, and then the pounding was drowned out by a steadier, deeper beat that came from behind her. An enormous arm swept her up and she felt herself being carried off faster than before. It was big Barry Drubber. But that was impossible! She had just seen him through the robot's eyes sitting in assembly.
gradual unfolding of an unexpected outcome - show not tell	"Come on Georgina!" boomed Barry. "There's still time!"
	Barry thundered along the pavement and almost collided with a little body that came tearing around the corner. Without breaking his stride, Barry reached out another mighty arm and swept Patricia Pimm off her feet.
action verbs generate urgency	"You too, eh?" he panted. There was a squeal of brakes from behind and a car screeched to a halt beside them. It was a frantic Miss Spoffle who threw open the door.
	"Quick! Get in the car!" she shrieked. The car roared off towards the school, tearing past Mr Borghakker as he cycled furiously down the road in the same direction.
	They came racing from everywhere. Big students and little students, fat teachers and skinny teachers on all forms of transport and all dashing towards the same destination. All three hundred and forty-nine of them reached the school gates at roughly the same time. For a few seconds everyone stared at each other in surprise, and then they slowly turned to view the events unfolding in the schoolyard. Wandering all over the grounds were three hundred and forty-nine robots, of all shapes and sizes, fizzing, sparking, smouldering and falling over.

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10.
Use **"How Good is this Story?"** on page 69 as a basis for this discussion.
The following are the sort of comments which the teacher should be looking for.

Setting: The School for the Very Brainy is important to the story - defines the story problem and sets the humorous tone.

Characters: Main character is well developed through description and actions - Georgina is central to the story.

Story Structure: The complication to the initial problem creates the interest. The story ends with a revelation rather than a resolution.

Theme: Explores the problems associated with being very intelligent.

Language Features: Use of action verbs and adjectives create urgency as the problem unravels. Humour developed through choice of names and the main characters exploits. Light hearted tone.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

QUEEN BEE by Hilton Ayrey

Even now, many years later, I remember Beatrice as if it were yesterday. She was gangly and tall for her 12 years with fiery red hair. Her height and her stunning tresses made her the focal point for the casual onlooker, but the reality was that she was our leader and for much more subtle reasons than her appearance. She wasn't particularly pretty or particularly good with her school work, but the other girls were drawn to her like a moth to a flame. I have to admit that being her friend was a major obsession for me as well.

Beatrice made things happen. That was a big part of the fascination. There was always plenty to gossip about behind 'A' block. She was confident enough to give cheek to the boys from the secondary school down the road and we all giggled at the outrageous comments she made.

My mother tried to lecture me about what she called the "Queen Bee Syndrome", something she got off Oprah, but I was too preoccupied with maintaining my place in the pecking order to consider what she was going on about. And that was hard work.

Beatrice controlled us. She could melt you with her charm one moment and wither you with her scorn the next. At any time she might turn on you for the most insignificant reason and make a pronouncement about your shoes, clothes, hairstyle, the way you talked, or the size of your bum. And of course if you weren't the target, you were so relieved that you couldn't help yourself from tittering in agreement. No one dared to disagree for fear of becoming the next object of torment.

Her main tactic was whispering. Usually it was about other people, but often it was whispering for the sake of whispering. If she whispered to me, it made me feel special and I could see the others getting agitated. When she whispered to someone else it made me feel desperate, excluded, and of course, convinced that I was the subject of the conversation.

The crunch came one day when I foolishly tried to stick up for Jen. Beatrice was starting to make fun of Jen's father who was unemployed and a bit down on his luck. I saw the hurt in Jen's eyes and before I knew it I had blurted out, "Don't be so mean Bea!" The look of delight on Beatrice's face was frightening as she turned the blowtorch on a much more interesting victimme. "What IS the matter with you, Sarah! Jen knows I was only joking around. But now you have to get all self-righteous and worked up over nothing Come on Jen. Let's leave Miss I'm So Much Better Than You Smarty Pants to herself."

Jen revelled in being 'the best friend' for the rest of day while the other girls smirked at me from a distance. I kicked myself for allowing Bea to set me up. But I also made up my mind that I had had enough.

The next few days were very lonely and very painful. The sad thing was that no one else would come near me. Everyone who wasn't part of the cool group were either very suspicious of me or enjoyed my discomfort.

Everyone that is except Nikki. I had known her since kindergarten but we had never been very close. She was very much her own person and a bit of an eccentric. She wore strange clothes, was always muttering about animal rights and didn't seem the least bit worried about what anyone thought of her. On day three of my self-imposed exile I was sitting alone at lunchtime, watching my 'friends' fawning around Beatrice out of the corner of my eye, when Nikki came and sat by me and put her arm around me. "Isn't it nice to be free of the Queen Bee and her drones?" she said.

I looked at her, at the mischievous twinkle in her eyes, and suddenly I didn't feel lonely and hopeless anymore.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

QUEEN BEE

by Hilton Ayrey

ACTIVITIES

Short Stories 2:9

REMEMBERING - What are the facts

1. Make a list of all the characters in the story and all the facts you can find out about them. Choose a main character and show the information you have found on a **CHARACTER WEB**. Put the character's name and a drawing of them at the centre of the web.

UNDERSTANDING - Reading between the lines

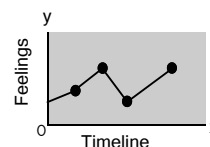
2. Why does the author remember Beatrice so clearly after all these years?
What is the "Queen Bee Syndrome"?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news item for TV about the problem of Queen Bees. Include short interviews with characters in this story and an expert on the problem. Remember to write a strong wrap-up to end your news story.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Use the information in this story to help you write a poem about Queen Bees.

ANALYSING - Breaking down the story to show how it works

5. **STORY GRAPH:** Show how the storyteller is feeling during this story.
The y axis should show feelings : 0 = feeling relaxed, happy, 5 = feeling anxious
The x axis should be a timeline : 0 = beginning of the story to the end.
The dots on the graph should mark special events in the story. Label what they are.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME



CREATING - Coming up with new ideas

7. **WHAT COMES NEXT:** Write the next chapter of this story describing what happens to Beatrice in her next few years at school.
8. **DESIGN BRIEF:** Design a questionnaire that you could give to girls to find out whether they have Queen Bee Syndrome. Make sure that it isn't obvious that this is what you are testing. Include a scoring system for interpreting the results.

EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"Verbal bullying is worse than physical bullying"

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...	I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY?

Give this story a rating out of 5 for each of these criteria (1=Not well developed, 5=Well developed)

- ♦ **CHARACTERS** - Has the author created interesting characters? How?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

Short Stories 2:9 RA 13-15 years

QUEEN BEE

by Hilton Ayrey

STORY SUMMARY

The storyteller, Sarah, reminisces about a childhood friend Beatrice who had a very strong hold on her circle of friends. One day Sarah stood up to Beatrice and experienced her full fury. As a result she decided she had had enough of being manipulated and comes to terms with not being one of the cool crowd.

A very appropriate theme for girls as many will have experienced this form of bullying.

LEARNING OUTCOMES - choose from the list on page 62 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss students' experiences with different kinds of bullying.

Discuss title "Queen Bee". "If the story is about bullying, what clues are there in the title?"

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 5)

Step One: SET A PURPOSE and READ *What to look for when you read this passage.*

Step Two: DETAILED RETELLING *Making sure we have got the message right.*

Step Three: ADD to STORY WEB *Discuss new information about characters, setting, problem, feelings, action, outcome.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: READ - look for CHARACTERS, SETTING, and the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

LANGUAGE FEATURES

flashback
strong adjective
strong noun

Even now, many years later, I remember Beatrice as if it were yesterday. She was **gangly** and tall for her 12 years with fiery red hair. Her height and her stunning **tresses** made her the focal point for the casual onlooker, but the reality was that she was our leader and for much more subtle reasons than her appearance. She wasn't particularly pretty or particularly good with her school work, but the other girls were drawn to her **like a moth to a flame**. I have to admit that being her friend was a **major obsession** for me as well.

familiar simile

Beatrice made things happen. That was a big part of the fascination. There was always plenty to gossip about behind 'A' block. She was confident enough to give cheek to the boys from the secondary school down the road and we all giggled at the outrageous comments she made.

difficult concept

My mother tried to lecture me about what she called **the "Queen Bee Syndrome"**, something she got off Oprah, but I was too preoccupied with **maintaining my place in the pecking order** to consider what she was going on about. **And that was hard work.**

difficult concept

STORY STRUCTURE

Characters

Beatrice - 12 years old
- gangly and tall
- fiery red hair
- the leader
- made things happen

Setting

At school

Problem

Mum's lecture suggests that there is a problem

Feelings

Storyteller is too preoccupied to see what is going on

Setting a Purpose: Discuss personal experiences? How does this pecking order work? READ - look for more information about the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

contrasting metaphors

Beatrice controlled us. She could **melt you with her charm** one moment and **with you with her scorn** the next. At any time she might turn on you for the most insignificant reason and make a pronouncement about your shoes, clothes, hairstyle, the way you talked, or the size of your bum. And of course if you weren't the target, you were so relieved that you couldn't help yourself from **tittering** in agreement. No one dared to disagree for fear of becoming the next object of torment.

adjective list

Her main tactic was **whispering**. Usually it was about other people, but often it was whispering for the sake of whispering. If she whispered to me, it made me feel special and I could see the others getting agitated. When she whispered to someone else it made me feel **desperate, excluded**, and of course, convinced that I was the subject of the conversation.

Problem development

Beatrice is a bully and is controlling the other girls. Uses flattery and ridicule. Also whispering

Setting a Purpose: *Brainstorm what might happen next? What would you do?*

READ - look for the ACTION that the storyteller might take to solve this problem

Fast Finishers - Use the margin to make notes for your story web

difficult concept

metaphor

strong verb

The crunch came one day when I foolishly tried to stick up for Jen. Beatrice was starting to make fun of Jen's father who was unemployed and a bit **down on his luck**. I saw the hurt in Jen's eyes and before I knew it I had blurted out, "Don't be so mean Bea!" The look of delight on Beatrice's face was frightening as she **turned the blowtorch on a much more interesting victim** me.

"What IS the matter with you, Sarah! Jen knows I was only joking around. But now you have to get all self-righteous and worked up over nothing. Come on Jen. Let's leave Miss I'm So Much Better Than You Smarty Pants to herself."

Jen **revelled** in being 'the best friend' for the rest of day while the other girls smirked at me from a distance. I kicked myself for allowing Bea to set me up. But I also made up my mind that I had had enough.

Action

Storyteller stands up to Beatrice
- hadn't planned to

Setting a Purpose: *How is this going to end?*

READ - look for the OUTCOME..

Fast Finishers - Use the margin to make notes for your story web

difficult concept

difficult concept

strong verb

The next few days were very lonely and very painful. The sad thing was that no one else would come near me. Everyone who wasn't part of the cool group were either very suspicious of me or enjoyed my discomfort.

Everyone that is except Nikki. I had known her since kindergarten but we had never been very close. She was very much her **own person** and a bit of an **eccentric**. She wore strange clothes, was always muttering about **animal rights** and didn't seem the least bit worried about what anyone thought of her. On day three of my **self-imposed exile** I was sitting alone at lunchtime, watching my 'friends' **fawning** around Beatrice out of the corner of my eye, when Nikki came and sat by me and put her arm around me.

"Isn't it nice to be free of the Queen Bee and her drones?" she said.

I looked at her, at the mischievous twinkle in her eyes, and suddenly I didn't feel lonely and hopeless anymore.

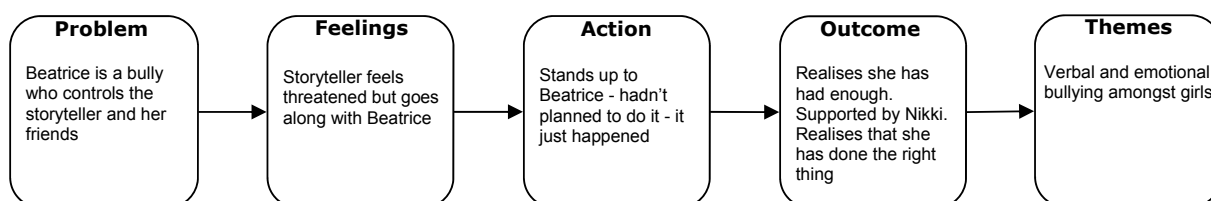
Outcome

Realises that she has had enough and doesn't want to be part of it anymore.
Finds support from Nikki.

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10.

Use **"How Good is this Story?"** on page 69 as a basis for this discussion.

The following are the sort of comments which the teacher should be looking for.

Setting: The setting (at school) is just the backdrop to the action

Characters: Character of Beatrice is well described through anecdotes. Main character goes through a transformation.

Story Structure: The problem unfolds - reaches defining moment which produces a resolution for the protagonist.

Theme: Explores a common theme for girls - verbal and emotional bullying.

Language Features: First person reminiscence gives the action a personal touch - the reader shares the experience. Some strong imagery.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

BUS STOP BY HILTON AIREY

Frank, with his heart pounding in his chest and sweat on his brow, heaved a sigh of relief as the bus trundled around the corner towards him. He had been 'distracted', as his boss had put it, during the lecture he had had to sit through about work ethics and now he was late and had to run to the bus stop. The door whooshed open as Frank stepped up into the Number 17. He gave a slight nod to the bus driver.

"Afternoon Johnson," he said as he fumbled for his ticket.

"Good afternoon Frankie boy," Johnson said with that welcoming smile on his face. Johnson let out a cough that sounded like gravel going through a woodchipper.

"That doesn't sound too good Johnson,"

"Feels about as bad as it sounds son," wheezed Johnson.

Frank felt a twinge of guilt in the pit of his stomach. Johnson was 67 and had lung cancer. The fact that he didn't have long to live, Frank reminded himself, was the only reason he was allowing himself to do this.

Frank shuffled his way to his usual spot at the back of the bus, acknowledging his fellow passengers, all familiar faces. Someone called out to him. He shifted his gaze and a dazzling smile provoked a stream of long forgotten memories.

"Why hello stranger," Frank said. "What a surprise seeing you here!!"

"It's been a long time hasn't it Frank," she said. Her name was Alice. She was a slender woman who looked ten years younger than she should have, and had a personality that could turn anyone's gloomy disposition about face in an instant. He, on the other hand, certainly looked and felt his middle-age. They had been inseparable friends years ago at university but somehow they had drifted apart and when she went overseas he had lost contact completely.

Frank lowered himself into the empty seat next to her and carefully placed his briefcase between his feet. Out of habit he pulled out his newspaper and laid it on his lap. He always read the newspaper on the bus, but today, of all days, he had someone to talk to. They chatted for a while about her time in France, and then of course she asked him what he had been doing. Frank shrugged it off.

"Just a desk job. Nothing very exciting," he said.

"Fifteen years ago you were so passionate about being an archaeologist! Whatever happened to that Frank?" she inquired accusingly.

She was right. He had had dreams like any other person but Frank also had problems. He hung his head in shame. For just a few delicious moments he had been free of his millstone but now it was back. His eyes focussed on the racing section of the paper on his lap. He felt a sour taste rise in his mouth and, disgusted by his weakness, he flipped it over out of sight.

The bus slowed and Alice noticed that it was her stop. They said their quick goodbyes and Alice kissed him on the cheek. She reached the footpath, turned, and as the doors of the bus whooshed closed, she smiled that magical smile and was gone.

He tried to clear his head; tried not to think about Alice; tried to go over his meticulous plan. The bomb in the briefcase at his feet, the timer set to detonate as the bus entered the tunnel. He knew everyone on the bus and also knew that they would have disembarked well before the bus exploded...everyone of course except Johnson. Mrs Jamieson would testify that Frank and Johnson were the only ones left and that he, Frank, would still have been onboard as the bus entered the tunnel as his stop was on the other side. Except that today Frank would get off at the stop **before** the tunnel.

Her face lingered in his mind. Her smile so beautiful. How could he have let her slip through his fingers a second time? Maybe it was an omen...her reappearance on this day. Maybe there was a chance to recapture something lost...maybe it was a sign of more than just the new beginning he was hoping for without his debt...his gambling debt and the money he had embezzled from the company accounts to cover it.

Frank flinched as everything went black, hurtling him back into the present moment. He was in the tunnel. His heart thumped wildly in his chest. How could this have happened! How could he have lost track of time! In slow motion his mind failed to grasp what was about to happen and then, like a light being switched off, he heard the detonator click.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

BUS STOP BY HILTON AYREY

ACTIVITIES

Short Stories 2:10

REMEMBERING - What are the facts

1. Make a list of all the information you can find about Frank, Alice, and Johnson.
Show the information you have found on **CHARACTER WEBS**.
Put the character's name and a drawing of them at the centre of their web.

UNDERSTANDING - Reading between the lines

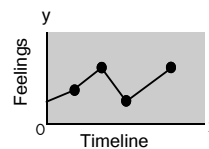
2. Why do you think Frank's boss had been lecturing him on work ethics?
Why hadn't Frank pursued his dream of becoming an archeologist?
What was going to happen to Johnson? How did Frank justify it in his own mind?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news item for TV about the exploding bus.
Include at least 2 short interviews with Alice, people on the bus or Frank's boss.
Remember to write a strong wrap-up to end your review.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Use the story to write a poem or a rap song about Frank the gambler.

ANALYSING - Breaking down the story to show how it works

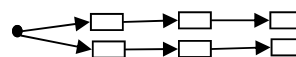
5. **STORY GRAPH:** Show how Frank is feeling during this story.
The y axis should show feelings : 0 = feeling relaxed 5 = feeling nervous, anxious
The x axis should be a timeline : 0 = beginning of the story to the end.
The dots on the graph should mark special events in the story. Label what they are.



6. Create a **STORY WEB**. You may have started this or talked about it when you read the story.
Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT IF . . .** Frank gets off the bus **before** the tunnel.
Brainstorm some alternative endings for Frank. Use flow charts.
Choose your best one. Rewrite your new ending to the story
OR Draw it as a comic strip with speech and thought bubbles



8. **DESIGN BRIEF:** Design a way of bomb proofing buses to protect innocent passengers
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Exploring ideas and rating stories

9. **SEEING BOTH SIDES**

"Gambling is a disease and the victims shouldn't be blamed for their actions"

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. **HOW GOOD IS THIS STORY?**

Give this story a rating out of 5 for each of these criteria (1=Not well developed, 5=Well developed)

- ♦ **CHARACTERS** - Has the author created interesting characters? How?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

Short Stories 2:10 RA 13-15 years

BUS STOP BY HILTON AIREY

STORY SUMMARY

Frank has a desperate weakness, gambling, which has lead to a problem of debt and embezzlement of company funds. He has a plan to free himself and start a new life, but a chance encounter with a friend from the past distracts him from his plan with fatal consequences.

Warning to teachers: This is an adult theme and may not be suitable for all students. Consider your audience carefully.

LEARNING OUTCOMES - choose from the list on page 62 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss trying to break bad habits - relate personal experiences. How does it make you feel when you fail?

Discuss title "Bus Stop" - are there any clues about the story?

(There are no real clues. There is an irony about the title but this is only evident once the story has been read)

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 5)

Step One: SET A PURPOSE and READ *What to look for when you read this passage.*

Step Two: DETAILED RETELLING *Making sure we have got the message right.*

Step Three: ADD to STORY WEB *Discuss new information about characters, setting, problem, feelings, action, outcome.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: **READ - look for CHARACTERS, SETTING, and the PROBLEM.**

Fast Finishers - Use the margin to make notes for your story web

LANGUAGE FEATURES

difficult concept

Frank, with his heart pounding in his chest and sweat on his brow, heaved a sigh of relief as the bus trundled around the corner towards him. He had been 'distracted', as his boss had put it, during the lecture he had had to sit through about **work ethics** and now he was late and had to run to the bus stop. The door whooshed open as Frank stepped up into the Number 17. He gave a slight nod to the bus driver.

"Afternoon Johnson," he said as he fumbled for his ticket.

simile

"Good afternoon Frankie boy," Johnson said with that welcoming smile on his face. Johnson let out a cough that **sounded like gravel going through a woodchipper**.

"That doesn't sound too good Johnson,"

"Feels about as bad as it sounds son," wheezed Johnson.

strong description

Frank felt a **twinge of guilt in the pit of his stomach**. Johnson was 67 and had lung cancer. The fact that he didn't have long to live, Frank reminded himself, was **the only reason he was allowing himself to do this**.

foreshadowing

STORY STRUCTURE

Characters

Frank - goes to work on the bus
Johnson - bus driver
- 67
- has lung cancer

Setting

A bus

Problem

Hint of something to come
- an action that could be the result of a problem

Setting a Purpose: **What might Frank be going to do?**

READ - look for clarification of the PROBLEM

Fast Finishers - Use the margin to make notes for your story web

metaphor

Frank shuffled his way to his usual spot at the back of the bus, acknowledging his fellow passengers, all familiar faces. Someone called out to him. He shifted his gaze and a dazzling smile provoked a **stream of long forgotten memories**.

"Why hello stranger," Frank said. "What a surprise seeing you here!"

"It's been a long time hasn't it Frank," she said. Her name was Alice.

difficult concept

She was a slender woman who looked ten years younger **than she should have**. She had brown, wavy hair that just scraped her shoulders and a personality that could turn anyone's **gloomy disposition** about face in an instant. He, on the other hand, certainly looked and **felt his middle-age**. They had been inseparable friends at university but somehow they had drifted apart and when she went overseas he had lost contact completely.

strong adjective

difficult concept

Frank lowered himself into the empty seat next to her and carefully placed his briefcase between his feet. Out of habit he pulled out his newspaper and laid it on his lap. He always read the newspaper on the bus, but today, **of all days**, he had someone to talk to. They chatted for a while about her time in France, and then of course she asked him what he had been doing. Frank shrugged it off.

foreshadowing

"Just a desk job. Nothing very exciting," he said.

"Fifteen years ago you were so passionate about being an archaeologist! Whatever happened to that Frank?" she inquired accusingly.

She was right. He had had dreams like any other person but Frank also had problems. He hung his head in shame. For a few delicious moments he had been free of **his millstone but now it was back**. His eyes focussed on the racing section of the paper on his lap. He felt a sour taste rise in his mouth and, **disgusted by his weakness**, he flipped it over out of sight.

metaphor

foreshadowing

New Character

Alice - old friend
- great personality
- looks younger than she is

Character development

Frank - middle-aged
- looked it and felt it
- used to want to be an archaeologist
- had problems

Problem hint

Maybe Frank has a problem with gambling on the horses

Feelings

Feels disgusted with himself

Setting a Purpose: *Brainstorm what might happen next? Have there been any clues about the ACTION?*
READ - look for the further ACTION and the OUTCOME..

Fast Finishers - Use the margin to make notes for your story web

The bus slowed and Alice noticed that it was her stop. They said their quick goodbyes and Alice kissed him on the cheek. She reached the footpath, turned, and as the doors of the bus whooshed closed, she smiled that magical smile and was gone.

He tried to clear his head; tried not to think about Alice; tried to go over his **meticulous** plan. The bomb in the briefcase at his feet, the timer set to detonate as the bus entered the tunnel. He knew everyone on the bus and also knew that they would have disembarked well before the bus exploded....everyone of course except Johnson. Mrs Jamieson would testify that Frank and Johnson were the only ones left and that he, Frank, would still have been onboard as the bus entered the tunnel as his stop was on the other side. Except that today Frank would get off at the stop **before** the tunnel.

Action

Frank is planning to blow up the bus. It is not yet clear why.

Setting a Purpose: *How is this going to end?*
READ - look for the OUTCOME..

Fast Finishers - Use the margin to make notes for your story web

difficult concept

Her face lingered in his mind. Her smile so beautiful. How could he have let her slip through his fingers a second time? Maybe it was an omen...her reappearance on this day. Maybe there was a chance to recapture something lost maybe it was a sign of more than just the new beginning he was hoping for without his debt...his gambling debt and the money he had **embezzled** from the company accounts to cover it.

simile

Frank flinched as everything went black, hurtling him back into the present moment. He was in the tunnel. His heart thumped wildly in his chest. How could this have happened! How could he have lost track of time! In slow motion his mind flailed with the comprehension of what was about to happen and then, **like a light being switched off**, he heard the detonator click.

Problem

A clear statement of the problem
- Frank's gambling problem and his debt

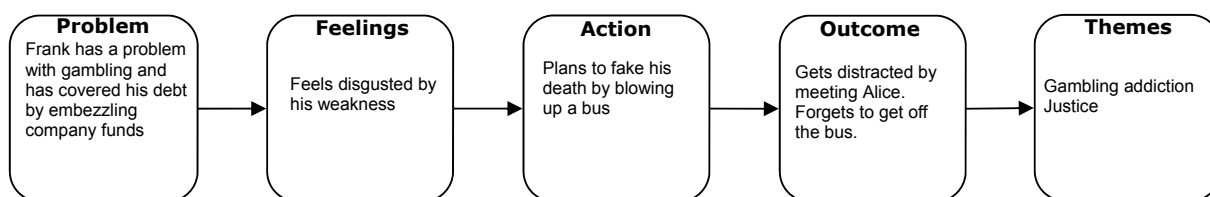
Outcome

Frank is distracted by meeting Alice - he forgets to get off the bus and ..

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10.

Use **"How Good is this Story?"** on page 69 as a basis for this discussion.

The following are the sort of comments which the teacher should be looking for.

Setting: The setting (on the bus) is important to the action

Characters: Well developed character. Story examines his moral decline - highlighted by his encounter with Alice.

Story Structure: Gradual unfolding of the problem creates rising tension. Good use of foreshadowing. Ending is shocking but is justified because of the moral implications.

Theme: Explores adult themes - addiction, justice

Language Features: Third person narrative suits the story. Foreshadowing throughout hints at the problem which is then spelt out just before the ending. Serious mood.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

The Girl Next Door

by Glenn Doublesin

Things had changed between Zac and his older brother Gabe. Until a few weeks ago they had been on exactly the same wavelength despite the two years that separated them. But now, two hours into a treehouse stakeout overlooking the new neighbour's backyard, Zac was once again having serious misgivings about his brother's newfound obsession. What was going on in his brother's head was beyond his understanding but he did know that for some unexplained reason Gabe needed him and, for the time being, that meant it was OK.

"Look Gabe. I told you she's not coming out and it's almost dark. Can we go now? I'm getting hungry."

"Wait! Look! Here she comes," Gabe hissed, as the object of their lonely vigil suddenly emerged from the house below.

"Wow, isn't she cool. Just look at the way she walks, the way she holds her head tilted so her hair stays on the same side"

"Yeah whatever," muttered Zac. This was a worrying development in the psyche of a boy who, until now, had reserved this kind of emotional outpouring for the dropping of a concrete block on a nest of baby rats.

"You don't even know her name"

"True, true. But that hasn't got anything to do with it. Let's go."

"Where to now!" protested Zac, as his brother dragged him out of the treehut.

"I've got to find a way to talk to her," said Gabe with a desperate, faraway look in his eyes.

The street lights flickered on as they sidled down the alleyway and into the deserted street, just in time to see their neighbour disappear around the corner of Hawthorne Drive, a cul-de-sac that led to the local cemetery. Zac pondered the meaning of life as he struggled to keep pace with the previously unheard of enthusiasm and energy being displayed by his brother.

Ahead of them in the cemetery grounds, a torchlight flashed back and forth, briefly illuminating tombstones, moving methodically on up the sloping cemetery; finally coming to rest on a grave halfway up the incline. As an eerie mist came rolling down towards them, the boys heard muffled chanting in a strange rough language. They found cover behind a gnarled old elm tree about 20 metres from the girl, listening, shivering, with stomachs growling as they got colder and hungrier. Even Gabe hadn't planned on this.

"Maybe she's a witch," sniggered Zac. What started as a brotherly taunt suddenly dawned in his mind as a credible possibility and his cheeky grin froze into an odd grimace of wild panic. Without warning, he sneezed and immediately the torchlight went out. Gabe smacked him on the head and scowled uselessly in the dark.

"Idiot".

They could hear footsteps coming their way, fast.

"Run," whispered Zac.

"No!" said Gabe.

"Run," whimpered Zac as his terror overtook him and he bolted down the nearest avenue in the direction of the gate. Gabe's heroic resolve melted as quickly as a spilt icecream on hot asphalt, and after the briefest hesitation he thundered after his fleeing brother, all caution and dignity thrown to the wind. Down the slope they ran, blundering their way through and over shadowy monuments to earnest lives that had expired. They were rounding the hedge that separated them from the entrance when THUMP...a fast moving object caught Gabe in the midriff and smacked him to the ground, gasping for breath. It was the girl. Rolling and tumbling down the incline, arms and legs flailing, trying to untangle themselves, they came to a stop against the fence.

"Who ARE you?" screamed their agitated neighbour, who had also been making a run for the gate. "What are you doing here?" Why are you following me? What do you want?" "Ahh ...We'd like to ask you the same thing?" said Zac nervously, having scrambled down the slope to join them.

"I am Maria Ridja and I have just arrived from Budapest. I came to say prayers at my grandmother's grave. Now you tell why you frightened me like this?"

Zac kicked at a tuft of grass while Gabe offered a garbled, sheepish explanation, but all he got for his trouble was a good telling off in Slav which obviously included some references to his parentage and an invitation to get lost in a rather permanent fashion. Her tirade ended abruptly as Maria picked herself up and stormed off.

"That went well Gabe," said the younger brother, relieved that Gabe's fate in this matter had now been decided. Maybe life would return to normal. But Gabe had a stupid grin on his face.

"Did you see the way her eyes lit up when she got angry. Wow! She even kept her head tilted as she told us off. Maybe if I was to....."

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

The Girl Next Door

by Glenn Doublesin

ACTIVITIES

Short Stories 2:11

REMEMBERING - What are the facts

1. Make a list of all the characters in the story and all the facts you can find out about them. Choose a main character and show the information you have found on a **CHARACTER WEB**.
Put the character's name and a drawing of them at the centre of the web.

UNDERSTANDING - Reading between the lines

2. Why was Gabe's behaviour not normal.
Find at least three quotes from the story that support your answer.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news item for TV about the strange happenings in the cemetery. Include short interviews with the characters or someone who may have been passing by. Remember to write a strong wrap-up to end your news story.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Use the information in the story to write a poem about Gabe's "condition".

ANALYSING - Breaking down the story to show how it works

5. **STORY MAP:** Draw a story map of the settings using the information in the story. Use labels to show the places mentioned and the events that took place. Be prepared to explain your STORY MAP to others.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT COMES NEXT:** What does Gabe have in mind at the end of the story? Write the next chapter for this story describing his next encounter with Maria. Try to continue in the same writing style that the author has used.
8. **DESIGN BRIEF:** Design a manual for boys who have suddenly become interested in girls. Make some suggestions about how to get to know a girl without making a complete fool of yourself.

EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"Falling in love turns your brains to mush"

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY?

Give this story a rating out of 5 for each of these criteria (1=Not well developed, 5=Well developed)

- ♦ **CHARACTERS** - Has the author created interesting characters? How?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

Short Stories 2:11 RA 15-16 years

The Girl Next Door

by Glenn Doublesin

STORY SUMMARY

Gabe has developed a new interest and Zac, his younger brother, is having to come to terms with something he doesn't understand - girls. Gabe is desperate to talk to the new girl next door and drags Zac along with him for support. They follow her into a cemetery as it is getting dark and have an encounter which wasn't what Gabe was hoping for. Now he has blown his chances and Zac is looking forward to things returning to normal, but will they?

LEARNING OUTCOMES - choose from the list on page 62 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss title "The Girl Next Door" - are there any clues about the story?

Discuss students' personal experiences with older brothers or sisters.

How has your relationship changed over the years?

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 5)

Step One: SET A PURPOSE and READ *What to look for when you read this passage.*

Step Two: DETAILED RETELLING *Making sure we have got the message right.*

Step Three: ADD to STORY WEB *Discuss new information about characters, setting, problem, feelings, action, outcome.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: **READ - look for the SETTING and the CHARACTERS.**

Fast Finishers - Use the margin to make notes for your story web

LANGUAGE FEATURES

difficult concept

difficult concept

strong description

difficult concept

Things had changed between Zac and his older brother Gabe. Until a few weeks ago they had been on exactly the **same wavelength** despite the two years that separated them. But now, two hours into a **treehouse stakeout** overlooking the new neighbour's backyard, Zac was once again having serious misgivings about his brother's **newfound obsession**. What was going on in his brother's head was beyond his understanding but he did know that for some unexplained reason Gabe needed him and, **for the time being, that meant it was OK.**

STORY STRUCTURE

Setting

Treehouse overlooking the neighbour's backyard

Characters

Zac

Gabe - Zac's older brother

Problem

Things have changed between Zac and Gabe

Setting a Purpose: **READ - look for more information about the PROBLEM.**

What was Gabe obsessed about?

Fast Finishers - Use the margin to make notes for your story web

strong noun

difficult concept

adjective list

action verb

difficult concept

metaphor

"Look Gabe. I told you she's not coming out and it's almost dark. Can we go now? I'm getting hungry."
"Wait! Look! Here she comes," Gabe hissed, as the object of their **lonely vigil** suddenly emerged from the house below.
"Wow, isn't she cool. Just look at the way she walks, the way she holds her head tilted so her hair stays on the same side ..."
"Yeah whatever," muttered Zac. This was a worrying development in the **psyche** of a boy who, until now, had reserved this kind of **emotional outpouring** for the dropping of a concrete block on a nest of baby rats.
"You don't even know her name"
"True, true. But that hasn't got anything to do with it. Let's go."
"Where to now!" protested Zac, as his brother dragged him out of the treehut.
"I've got to find a way to talk to her," said Gabe with a **desperate, faraway** look in his eyes.

The street lights flickered on as they **sidled** down the alleyway and into the deserted street, just in time to see their neighbour disappear around the corner of Hawthorne Drive, a **cul-de-sac** that led to the local cemetery. Zac **pondered the meaning of life** as he struggled to keep pace with the previously unheard of enthusiasm and energy being displayed by his brother

Problem development

The problem becomes more obvious - Gabe is "interested" in the girl next door

Feelings

Gabe has to find a way to talk to her

Action

Gabe follows the girl. He makes Zac come too

Setting a Purpose: **Brainstorm possibilities for what will happen next.**

READ - look for development of the ACTION and the OUTCOME.

Fast Finishers - Use the margin to make notes for your story web

strong verb

strong verb

strong adjective

Ahead of them in the cemetery grounds, a torchlight flashed back and forth, briefly **illuminating** tombstones, moving methodically on up the sloping cemetery; finally coming to rest on a grave halfway up the incline.
As an **eerie** mist came rolling down towards them, the boys heard muffled chanting in a strange, rough language. They found cover behind a **gnarled** old elm tree about 20 metres from the girl, listening, shivering, with stomachs growling as they got colder and hungrier. Even Gabe hadn't planned on this.
(This chunk is continued on the next page)

Action

The boys follow the girl into the cemetery. Something strange is happening.

<p>strong descriptive passage</p> <p>simile metaphor</p> <p>strong adjectives</p>	<p>Maybe she's a witch," sniggered Zac. What started as a brotherly taunt suddenly dawned in his mind as a credible possibility and his cheeky grin froze into an odd grimace of wild panic. Without warning, he sneezed and immediately the torchlight went out. Gabe smacked him on the head and scowled uselessly in the dark. "Idiot".</p> <p>They could hear footsteps coming their way, fast.</p> <p>"Run," whispered Zac.</p> <p>"No!" said Gabe.</p> <p>"Run," whimpered Zac as his terror overtook him and he bolted down the nearest avenue in the direction of the gate. Gabe's heroic resolve melted as quickly as a spilt ice cream on hot asphalt, and after the briefest hesitation he thundered after his fleeing brother, all caution and dignity thrown to the wind. Down the slope they ran, blundering their way through and over shadowy monuments to earnest lives that had expired. They were rounding the hedge that separated them from the entrance when THUMP a fast moving object caught Gabe in the midriff and smacked him to the ground, gasping for breath. It was the girl. Rolling and tumbling down the incline, arms and legs flailing, trying to untangle themselves, they came to a stop against the fence.</p>	<p>Problem development The girl is behaving strangely and realises she is being followed when Zac sneezes</p> <p>Feelings Zac frightens himself</p> <p>Action Zac bolts for the cemetery gate and Gabe follows. They collide with the girl</p>
<p>Setting a Purpose:</p> <p>difficult concept</p> <p>strong noun</p> <p>sarcasm</p>	<p>How will this end? Brainstorm possibilities. READ - look for the OUTCOME.</p> <p>"Who ARE you?" screamed their agitated neighbour, who had also been making a run for the gate. "What are you doing here?" Why are you following me? What do you want?"</p> <p>"Ahh We'd like to ask you the same thing?" said Zac nervously, having scrambled down the slope to join them.</p> <p>"I am Maria Ridja and I have just arrived from Budapest. I came to say prayers at my grandmother's grave. Now you tell why you frightened me like this?"</p> <p>Zac kicked at a tuft of grass while Gabe offered a garbled, sheepish explanation, but all he got for his trouble was a good telling off in Slav which obviously included some references to his parentage and an invitation to get lost in a rather permanent fashion. Her tirade ended abruptly as Maria picked herself up and stormed off.</p> <p>"That went well Gabe," said the younger brother, relieved that Gabe's fate in this matter had now been decided. Maybe life would return to normal. But Gabe had a stupid grin on his face.</p> <p>"Did you see the way her eyes lit up when she got angry. Wow! She even kept her head tilted as she told us off. Maybe if I was to .."</p>	<p>Outcome Gabe gets to talk to the girl but she is not impressed and tells him to get lost</p> <p>Zac thinks that this should be the end of the matter and things might return to normal</p> <p>But Gabe is still love struck</p>
<p>AFTER READING DISCUSSION</p> <p>1. Story Structure : Review the story web now that the whole story has been read</p> <ul style="list-style-type: none"> Summarise the main problem and how the characters deal with it (see suggestions below) What was the story about? Is there a message? Is there something we can learn from this? (theme) <div data-bbox="175 1444 1404 1635"> <pre> graph LR Problem["Problem Gabe has changed. He has become obsessed with girls."] --> Feelings["Feelings He wants to find a way to talk to the girl next door"] Feelings --> Action["Action He follows her into the graveyard.. He makes Zac come along for support."] Action --> Outcome["Outcome They frighten the girl and she is very angry with them. Gabe has blown it but he still thinks he has a chance."] Outcome --> Themes["Themes Changing relationships Falling in love How not to pick up girls"] </pre> </div> <p>2. Story Evaluation : What has the author done to try and make this a good story?</p> <p>This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10. Use "How Good is this Story?" on page 69 as a basis for this discussion. The following are the sort of comments which the teacher should be looking for.</p> <p>Setting: Cemetery is very important to the problem. Detailed description creates the mood and supports the action.</p> <p>Characters: The relationship between Zac and Gabe and Gabe's feelings towards the girl is central to the story - well developed.</p> <p>Story Structure: The tension rises steadily with an appropriate resolution in the graveyard. Gabe's response provides a twist at the end.</p> <p>Theme: A clear and relevant theme about a boy who has suddenly developed an interest in girls.</p> <p>Language Features: The action in the cemetery is well described. Imagery creates suspense.</p> <p>FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy</p> <ul style="list-style-type: none"> Go through the ACTIVITIES sheet with your students Brainstorm and discuss ideas, model activities where necessary Assign activities or allow choice depending on time constraints and / or the needs of your students 		

A Moment in the Sun

By Hilton Ayrey

Amanda was a delight to all who made her acquaintance. She was kind hearted and thoughtful towards others. She was diligent with her schoolwork and showed considerable promise with the poetry she wrote and in her execution of that unwieldiest of instruments the tuba. But Amanda's heart lay on the sporting field, and this was the tragedy ... nature had dealt her a bad hand.

Her diminutive stature disadvantaged her enormously in any physical activity which depended upon altitude (high jump was out of the question) or bulk (they laughed at her when she tried out for the wrestling team). But most of all, when God was handing out the fast twitch muscles fibres and the eye hand coordination, Amanda must have been absent. To put it bluntly, when it came to sport, Amanda sucked!

Despite all her other accomplishments, she dreamed of cutting the tape in the 100 metres dash. The sound of the crowd rising to its feet in one accord as she slam-dunked the winning basket was the music her ears longed to hear. Just one moment of glory would suffice. But the reality was that she was always the last one chosen when teams were picked along with comments like "we'll play into the wind and you can have Amanda."

And so we come to the defining moment in this agonising tale, the final of the Chesterton School interclass softball competition. This annual competition was the most fiercely contested event on the school sporting calendar with a long history and an elegant trophy at stake. Younger students at Chesterton viewed the final from the sidelines and dreamed of the day when they might participate. And of course that was right up there with Amanda's other sporting aspirations. She trained hard in secret and prayed equally fervently at night as she lay on her bed, that God would grant her a place on her class team as they charted their course to the finals. But to no avail. The round robin matches were played with an absence of Amanda. She could have sulked or denigrated the game and the event, but such was the character of the child that she masked her considerable disappointment and threw herself into supporting her team with vociferous cheering from the sideline.

Who says such persistence doesn't pay off? Due to a series of unfortunate events (Billy Gattler dislocated a finger on the bars at lunchtime and Beverley Appleston came down with a very bad bout of diarrhoea), plus a liberal dose of sympathy from Miss Pennystone, on the afternoon of the final the truly miraculous happened; Amanda heard her name read out to play against the Room 16 Thunderbolts. There were the inevitable sighs from her classmates and the rolling of eyes but Amanda was oblivious.

Political correctness or not, this was her chance and she was going to grab it firmly with both hands. She pictured in her minds eye stepping up to the plate and staring down the opposition pitcher. But to her bewilderment and dismay the batting order mysteriously changed every time it was her turn to bat and she languished in the long grass of the outfield when fielding.

Now it was the bottom of the 5th and final innings and her team were hanging tenaciously to a 7-6 lead. They had the Room 16 Thunderbolts two down; one more out and the game was theirs. Amanda, nervously trolling the wide open spaces, was reflecting on the fact that she hadn't actually touched the ball or a bat yet when she was roused from her rumination by a loud thunk from the diamond and a hopeful "catch it Amanda" cry from Sally on third base. She sensed the ball coming in her direction and searched the clear blue sky for a glimpse of the little white projectile. But the sun was high and shining directly into her eyes. She raised her gloved hand to shield her face from the glare and at that moment felt a solid thud which knocked her to the ground.

Yes! Amanda's moment had arrived and she had nailed it!! There nestled in her oversized glove was the ball and the cheering she heard was for her as the revelry began.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

A Moment in the Sun

By Hilton Ayrce

ACTIVITIES

Short Stories 2:12

REMEMBERING - What are the facts

1. Make a list of all the information you can get from the story about Amanda.
Show the information you have found as a **CHARACTER WEB**.
Draw a picture of Amanda to go at the centre of her web.

UNDERSTANDING - Reading between the lines

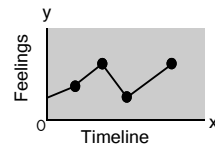
2. Amanda was not very good at sport. What was the main reason for this?
Why did Amanda want to cheer her team on from the sidelines?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news item for TV about Amanda's "moment in the sun".
Include at least 2 short interviews with people who know Amanda well enough to comment on her achievement.
Remember to write a strong wrap-up to end your news story.
4. **POETRY:** Write a poem or rap song about Amanda's triumph.

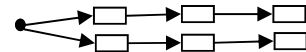
ANALYSING - Breaking down the story to show how it works

5. **STORY GRAPH:** Show how the Amanda is feeling throughout this story.
The y axis should show feelings : 0 = frustrated, 5 = excited, happy
The x axis should be a timeline : 0 = beginning of the story to the end.
The dots on the graph should mark special events in the story. Label what they are.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story.
Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME



CREATING - Coming up with new ideas

7. **WHAT COMES NEXT:** Brainstorm some directions that Amanda's life could go in from here on. Use flow charts to show your ideas.
Choose your best idea and write another chapter in Amanda's life
OR Draw it as a comic strip with speech and thought bubbles



8. **DESIGN BRIEF:** Design some equipment to help Amanda overcome her physical disadvantages and become the sports legend that she so badly wants to be.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Exploring ideas and rating stories

9. **SEEING BOTH SIDES**

"If you really want something badly enough you will get it."

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. **HOW GOOD IS THIS STORY?**

Give this story a rating out of 5 for each of these criteria (1=Not well developed, 5=Well developed)

- ◆ **CHARACTERS** - Has the author created interesting characters? How?
- ◆ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ◆ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ◆ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

A Moment in the Sun

by Hilton Ayrey

Short Stories 2:12 RA 15-16 years

STORY SUMMARY

Amanda longs to shine on the sports field but she just wasn't made to succeed at those sorts of activities. However her perseverance and her good attitude pays off and she is selected to play in the interclass softball final. It doesn't look as if she is going to make much of an impact on the game but at the last moment she finally gets her moment of glory.

A story about perseverance and its rewards with a bit of luck thrown in.

LEARNING OUTCOMES - choose from the list on page 62 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss students' experiences with wanting to do something that they weren't very good at.

How did they feel about it. What did they do about it.

Discuss title "A Moment in the Sun" - are there any clues about the story? What does it mean?

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 5)

Step One: SET A PURPOSE and READ *What to look for when you read this passage.*

Step Two: DETAILED RETELLING *Making sure we have got the message right.*

Step Three: ADD to STORY WEB *Discuss new information about characters, setting, problem, feelings, action, outcome.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: READ - look for CHARACTERS, SETTING, and the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

LANGUAGE FEATURES

- difficult concept** Amanda was a ***delight to all who made her acquaintance***. She was kind hearted and thoughtful towards others. She was diligent with her schoolwork and showed considerable promise with the poetry she wrote and in her ***execution of that unwieldiest of instruments the tuba***. But Amanda's heart lay on the sporting field, and this was the tragedy..***nature had dealt her a bad hand***. Her ***diminutive stature*** disadvantaged her enormously in any ***physical activity which depended upon altitude*** (high jump was out of the question) ***or bulk*** (they laughed at her when she tried out for the wrestling team). But most of all, when God was handing out the ***fast twitch muscles fibres*** and the ***eye hand coordination***, Amanda must have been absent. To put it bluntly, when it came to sport, Amanda sucked!
- metaphor** Despite all her other accomplishments, she dreamed of ***cutting the tape*** in the 100 metres dash. The sound of the crowd rising to it's feet in one accord as she slam-dunked the winning basket was the ***music her ears***
- metaphor** ***longed to hear***. Just one moment of glory would suffice. But the reality was that she was always the last one chosen when teams were picked along with comments like "***we'll play into the wind and you can have Amanda.***"
- difficult concept**

STORY STRUCTURE

Characters

Amanda

Setting

No specific setting - school in general

Problem

Amanda wants to succeed on the sports field but hasn't been built for it.

Setting a Purpose: How will Amanda respond? What would you do if you were Amanda?

READ - look for more clues about Amanda's FEELINGS and the ACTION she takes.

Fast Finishers - Use the margin to make notes for your story web

- strong adjective** And so we come to the defining moment in this agonising tale, the final of the Chesterton School interclass softball competition. This annual competition was the most fiercely contested event on the school sporting calendar with a long history and an ***elegant trophy*** at stake. Younger students at Chesterton viewed the final from the sidelines and dreamed of the day when they might participate. And of course that was right up there with Amanda's other sporting aspirations. She trained hard in secret and prayed equally ***fervently*** at night as she lay on her bed, that God would grant her a place on her class team as they charted their course to the finals. But to no avail. The ***round robin matches*** were played with an ***absence of Amanda***. She could have sulked or ***denigrated*** the game and the event, but such was the character of the child that she masked her considerable disappointment and threw herself into supporting her team with ***vociferous*** cheering from the sideline.
- strong adverb**
- technical term**
- difficult vocab**
- difficult vocab**

Feelings

She really wanted to be chosen for the softball competition

Action

Trained hard, prayed hard

Feelings

Didn't sulk when she missed out

Setting a Purpose: *Brainstorm possible actions and outcomes*
READ - look for the further ACTION and the OUTCOME

Fast Finishers - Use the margin to make notes for your story web

rhetorical question Who says ***such persistence doesn't pay off?*** Due to a series of unfortunate events (Billy Gattler dislocated a finger on the bars at lunch-time and Beverley Appleston came down with a very bad bout of diarrhoea), plus a ***liberal dose of sympathy*** from Miss Pennystone, on the afternoon of the final the truly miraculous happened; Amanda heard her name read out to play against the Room 16 Thunderbolts. There were the inevitable sighs from her classmates and the rolling of eyes but Amanda was ***oblivious***.

difficult concept ***Political correctness*** or not, this was her chance and she was going to grab it firmly with both hands. She pictured in her minds eye stepping up to the plate and staring down the opposition pitcher. But to her bewilderment and dismay the batting order mysteriously changed every time it was her turn to bat and she ***languished*** in the long grass of the outfield when fielding.

strong adjective

difficult concept

strong verb

Outcome

Got chosen to play in the final

Setting a Purpose: *How will this end? Brainstorm possibilities*
READ - look for the OUTCOME

Fast Finishers - Use the margin to make notes for your story web

strong verb ***trolling*** the wide open spaces, was reflecting on the fact that she hadn't actually touched the ball or a bat yet when she was roused from her

strong noun ***rumination*** by a loud thunk from the diamond and a hopeful "catch it Amanda" cry from Sally on third base. She sensed the ball coming in her direction and searched the clear blue sky for a glimpse of the little white projectile. But the sun was high and shining directly into her eyes. She raised her gloved hand to shield her face from the glare and at that moment felt a solid thud which knocked her to the ground.

strong noun Yes! Amanda's moment had arrived and she had nailed it!! There nestled in her oversized glove was the ball and the cheering she heard was for her as the ***revelry*** began.

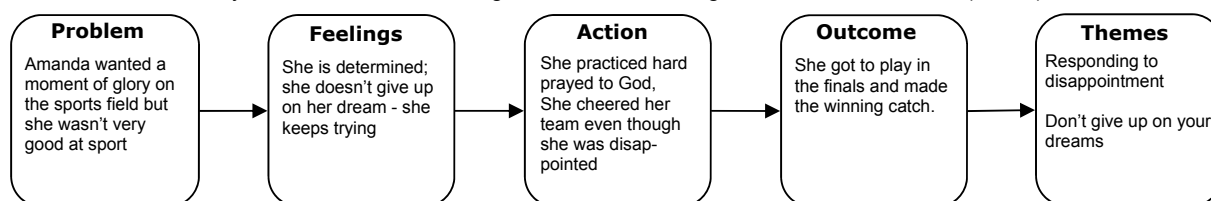
Outcome

Made the winning catch and had her moment of glory; her moment in the sun

Post Reading Discussion:

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10. Use "***How Good is this Story?***" on page 69 as a basis for this discussion. The following are the sort of comments which the teacher should be looking for.

Setting: Just a backdrop to the development of the main character.

Characters: Well developed main character. The story is all about her dreams and the struggle to realise them.

Plot: Simple progression of storyline - the problem unfolds and the action produces an appropriate resolution.

Theme: A strong theme of persistence and character in the face of significant odds.

Style: Lots of rich descriptive language. Good use of "show rather than tell".

Follow up Activities - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

APPENDIX :

Learning Outcomes, Charts, and Exemplars



LESSON PLANNING

- ♦ Learning Outcomes 62



COMPREHENSION STRATEGY INSTRUCTION

- ♦ CSI Teaching Charts 63



FOLLOW UP ACTIVITIES - exemplars

- ♦ Activity 1 : Character Web 66
 - ♦ Activity 5 : Story Graph 66
 - ♦ Activity 5 : Story Map 67
 - ♦ Activity 6 : Story Web 67
 - ♦ Activity 3 : News Flash 68
 - ♦ Activity 4 : Poetry 68
 - ♦ Activity 10 : Criteria for Story Evaluation 69
-



LESSON PLANNING

Learning Outcomes and Success Criteria

Here is a list that applies specifically to the GSR reading process outlined in this resource. The emphasis is on the development of comprehension strategies. These Learning Outcomes can be easily linked back to the Achievement Objectives in the New Zealand English curriculum.

SENTENCE LEVEL COMPREHENSION

LEARNING OUTCOME:

1. Monitor own reading for comprehension

I will know I can do this if, when I am reading, I can ...

- ◆ Put sentences in my own words using "I think that means..." to check whether I have got the message right
- ◆ Recognise that there are roadblocks (I haven't got the message right)

LEARNING OUTCOME:

2. Use the Deep Five comprehension strategies to check and clarify meaning, and to overcome roadblocks to comprehension

I will know I can do this if, when I am reading, I can ...

- ◆ Make connections to something I already know to clarify ideas
- ◆ Visualise what the words are saying
- ◆ Make connections to something somewhere else in the story
- ◆ Ask myself questions about the story
- ◆ Form and revise an hypothesis about what is going on in the story

"BIG PICTURE" TEXT LEVEL COMPREHENSION

LEARNING OUTCOME:

3. Identify Narrative Text Structure (Characters, Setting, Problem, Feelings, Action, Outcome, Theme)

I will know I can do this if, when I am reading, I can ...

- ◆ Identify the PROBLEM, FEELINGS, ACTION, OUTCOME of the story

LEARNING OUTCOME:

4. Demonstrate the use of Bloom's Thinking Skills

I will know I can do this if I can ...

- ◆ Use the information in the story correctly to make a poster or write a letter (Application)
- ◆ Create an accurate story map, story graph, and story web using story information (Analysis)
- ◆ Show a valid "other point of view" for one of the characters in the story (Synthesis)
- ◆ Design a valid solution to a problem raised in the story (Synthesis)
- ◆ Present both sides to an argument about an issue raised in the story (Evaluation)
- ◆ Rate the story based on the criteria given and justify my rating (Evaluation)



COMPREHENSION STRATEGY INSTRUCTION

Charts for teaching "The Three Steps" - Narrative text

For more further support material and video tutorials on Comprehension Strategy Instruction, visit our website www.sharpreading.com

The following charts are designed to be used with groups during reading instruction.

CHART 1

You can provide a laminated copy of this chart for each student to use during the initial phase of Comprehension Strategy Instruction.

Purpose:

A constant visual reminder of the Three Steps.

A screen to cover the next chunk of text (discourages reading on).

A marker to help students find and keep the place during detailed retelling.

CHART 2

This is an expanded version of CHART 1 including all the comprehension strategies. Use this only once the initial "I think that means..." phase is well established.

Continue to use as text marker and text screen.

CHART 3

An outline of the story structure or Story Web (Step 3) to use as a whole class reminder (A3).

Chart One

THE THREE STEPS

STEP 1 : Read Silently

Use your strategies to make sure you understand



STEP 2 : Detailed Retelling

Start with

"I think that means"

Check whether you understand the message by putting it in your own words



STEP 3 : Add to the Story Web

What new information have we found?

Characters and Setting - Who Where When

Problem - A conflict for the characters

Feelings - How the characters FEEL about the problem

Action - What the characters DO to try to solve the problem

Outcome - How it all works out

Theme - Why did the author write this story?

What does this story tell us about the way people think and act

Chart Two

THE THREE STEPS

STEP 1 : Read Silently

Use your strategies to make sure you understand



STEP 2 : Detailed Retelling

Start with



"I think that means"

Check whether you understand the message by putting it in your own words

Use the DEEP FIVE comprehension strategies to overcome roadblocks

1. Make a connection to something you know

"I know that because . . ."

2. Visualise what the words are saying

"I have a picture in my head of . . ."

3. Make a connection to something else in the text

"In the last paragraph it said that . . ."

4. Ask questions about the information

"I wonder why . . . ?"

5. Form an hypothesis about what is going on

"I think this is because . . ."



STEP 3 : Add to the Story Web

What new information have we found?

Characters and Setting - *Who Where When*

Problem - *A conflict for the characters*

Feelings - *How the characters FEEL about the problem*

Action - *What the characters DO to try to solve the problem*

Outcome - *How it all works out*

Theme - *Why did the author write this story?*

What does this story tell us about the way people think and act

Chart 3

We are learning to identify the text structure in short stories



STORY WEB

Finding the story structure



Characters and Setting

Who Where and When



Problem

A conflict for the character(s)



Feelings

How the characters FEEL about the problem



Action

What the characters DO about the problem



Outcome

How it all works out



Theme

*Why did the author write this story?
What does it tell us about the way people think and act?*



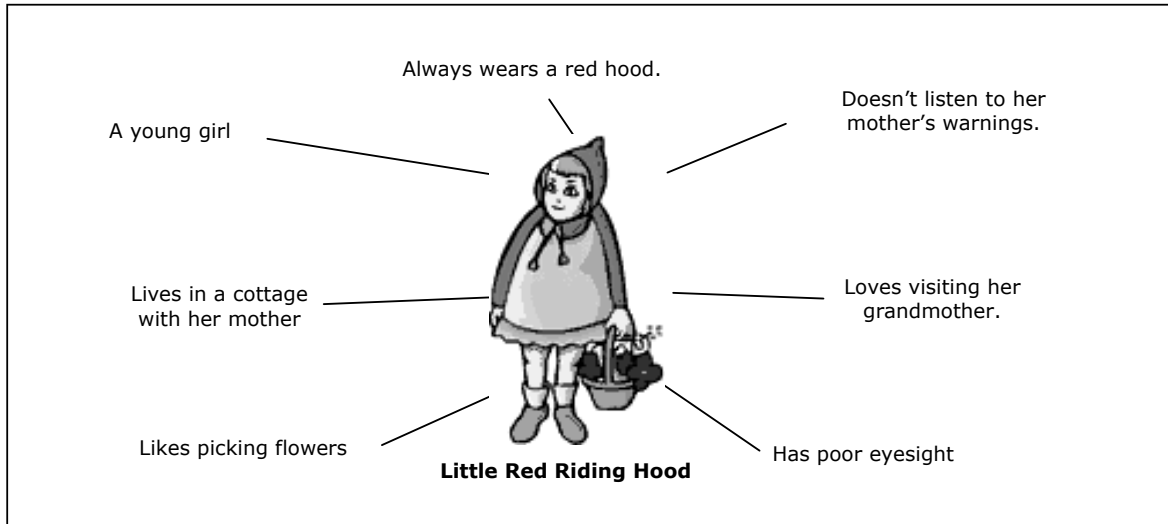
FOLLOW UP ACTIVITIES

using Bloom's Taxonomy

Here are some exemplars of the Activities this resource. Use these to establish the requirements of the task with your learners.

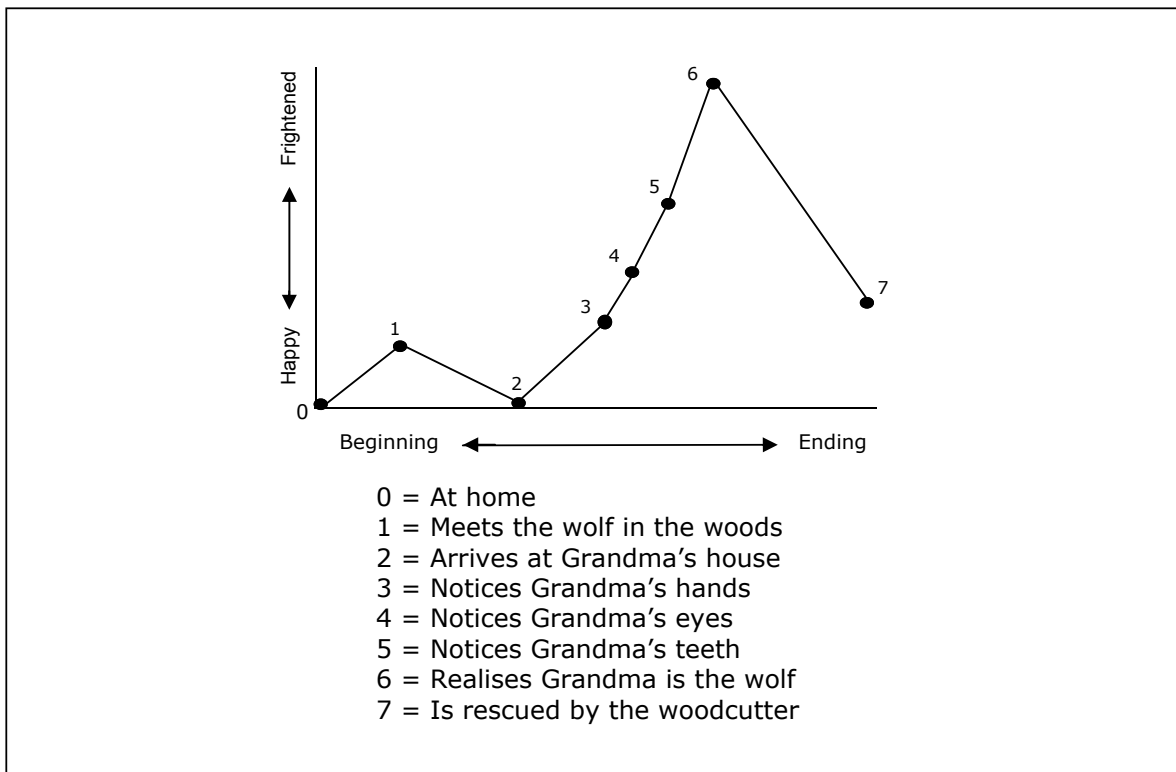
ACTIVITY 1: Character Web - Little Red Riding Hood

Choose a main character and show the information you have found on a **CHARACTER WEB**.



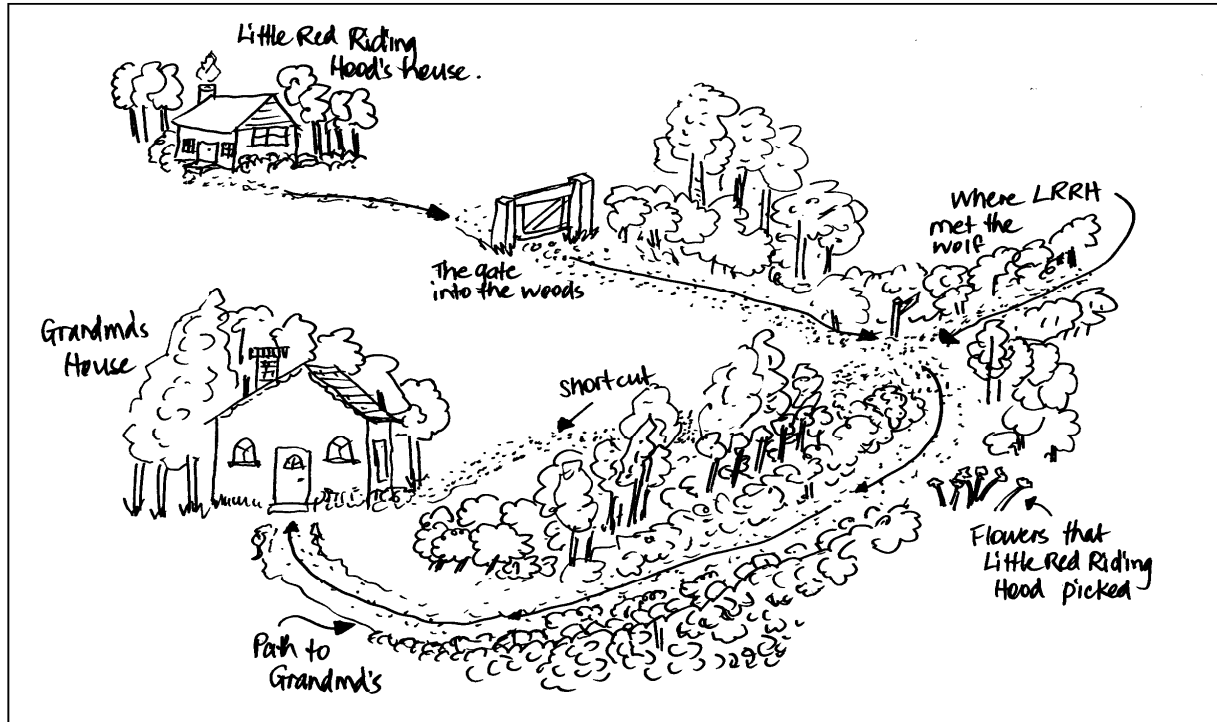
ACTIVITY 5: Story Graph - Little Red Riding Hood

Draw a **STORY GRAPH** showing how Little Red Riding Hood is feeling throughout the story.



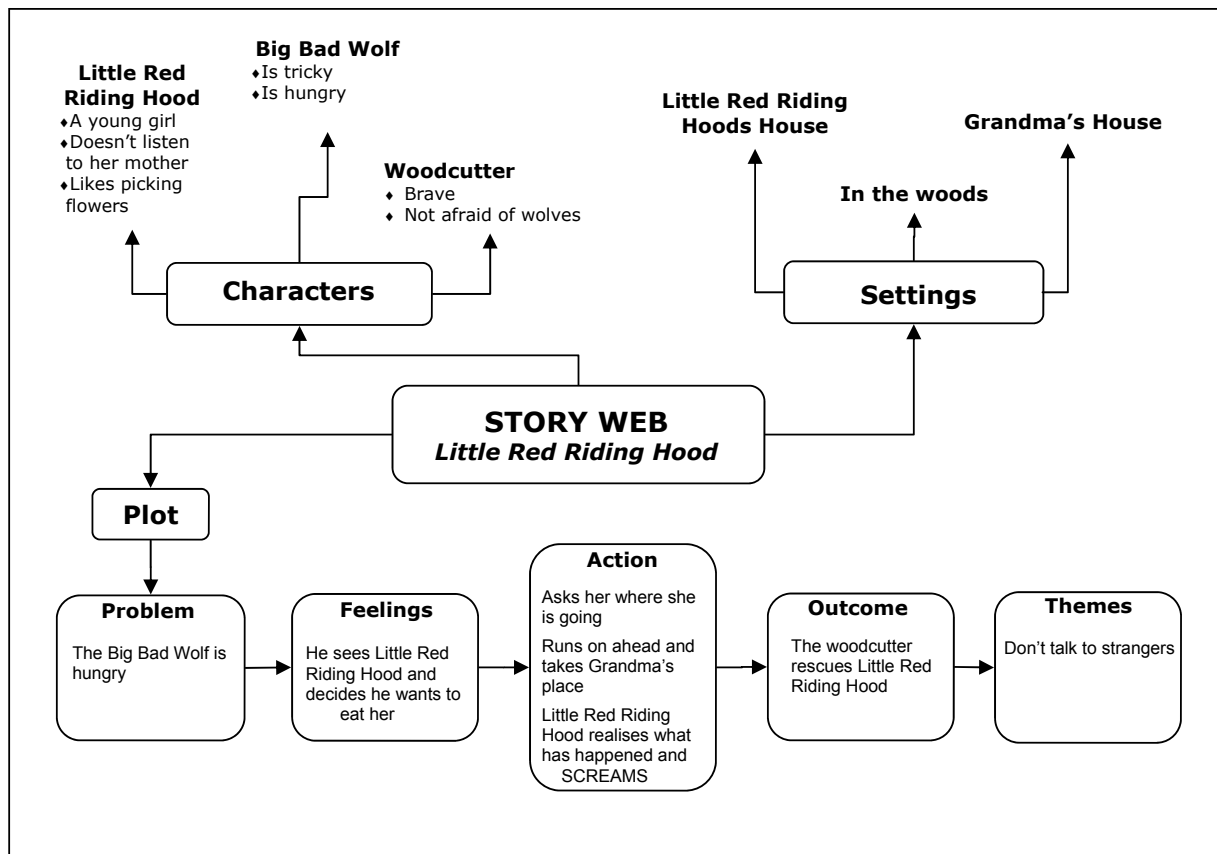
ACTIVITY 5: Story Map - Little Red Riding Hood

Draw a **STORY MAP** connecting all the settings in the story Little Red Riding Hood.
Use labels to show the places mentioned and the events that took place.



ACTIVITY 6: Story Web - Little Red Riding Hood

Draw a **STORY WEB** including characters, setting, problem, feelings, action, outcome, themes.



ACTIVITY 3: NEWSFLASH - Queen Bee

NEWSFLASH: Write a news item for TV about the problem of Queen Bees. Include short interviews with characters in this story and an expert. Remember to write a strong wrap-up to end your news.

TV interviewer: All of us have had first hand experience of the damaging effects of physical bullying. But psychologists are now saying that there are many more subtle variations that can be equally crippling. Today I have with me Dr Edward Eno, who has just completed some research on what he calls the Queen Bee Syndrome. Dr Eno, what exactly is this Queen Bee syndrome and who does it affect?

Dr Eno: Well it is very prominent amongst young girls between the ages of 12 -16. Amongst any peer group of this age there is a frightening power struggle going on for domination of the group. The most powerful emerges as the leader. She may not be the prettiest or the brightest but she possesses the ability to control those around her.

TV interviewer: With me also is Jen Brewster, aged 12, from one of our local schools. Jen who would you say is the leader of your group of friends.

Jen: Aw that's easy.....Beatrice.

TV interviewer: And why do you think she is the leader?

Jen: Well she's just so cool. She gives cheek to all the boys from high school and we like being around her. She always finds things to laugh about.

TV interviewer: Are you frightened of her?

Jen: Ummm...no...well maybe.

TV interviewer: Why do you say that?

Jen: Wellsometimes she can be a wee bit mean. Sometimes she makes fun of me and then the others laugh at me and that doesn't feel very good. I try really hard to say all the right things so she doesn't notice me and pick on me.

TV interviewer: So why do you want to be her friend?

Jen: Well ... I suppose I'm too scared to stop being part of the group. I wouldn't have any friends and they would all make fun of me.

TV interviewer: So it would seem that the Queen Bee syndrome is very much a fact of life and something that our young girls have to contend with. Tomorrow we will look at what parents can do to support their girls who are struggling with Queen Bees.

ACTIVITY 4: Poetry - Queen Bee

POETRY: Use the information in this story to help you write a poem about Queen Bees.

QUEEN BEE

**She commands our attention
Her games we must play
Like moths to a flame
We cannot get away**

**She is bold and outrageous
Afraid of nothing
Her charm will melt you
But watch out for her sting**

ACTIVITY 10: How good is this story?

A good story will hold the reader's interest because the author has worked cleverly with some or all of the features listed below.

This chart will help you make judgments about the short stories you have read (Follow-up Activity 10). Think about the story you have been studying. Read through the criteria for **WELL DEVELOPED** and **NOT WELL DEVELOPED** and decide on a rating between 1 and 5 for each of these features.

Features	Well Developed (Rate 5)	Not Well Developed (Rate 1)
Characters The people, animals or objects that are the subjects of the story	Essential characters are well rounded - the reader feels they know them well Writer uses all of the following to create characters ♦ description of their appearance ♦ the things they say ♦ the things they do ♦ their inner thoughts	Essential characters are flat - the reader knows little about them Writer uses only 1 of the following to create characters ♦ description of their appearance ♦ the things they say ♦ the things they do ♦ their inner thoughts
Story Structure The sequence of events showing the characters in action . It usually includes • Orientation • Problem • Feelings • Action • Outcome	There is a clear problem The events are all connected The tension rises steadily The outcome is satisfying and believable The writer uses foreshadowing or flashback successfully to make the unfolding of events interesting. Any twists to the ending add to the story interest	The problem is not clear Some events are not connected There is no tension or it is uneven and jerky The outcome is disappointing or doesn't feel right No attempt to raise the interest by putting events out of sequence Twists at the end don't work
Language Features How the writer uses words to tell the story.	Uses lots of similes, metaphors, strong adjectives, nouns, and verbs to create word pictures, humour, and mood.	No similes or metaphors. Adjectives and verbs are not interesting or colourful. Flat - No humour or mood
Theme The idea that holds the story together. It is the reason that the writer wrote the story.	There is a clear theme The story helps the reader to understand the way people think and act	No clear theme The story doesn't say anything about how people think and act